

Research Article

Attitude Towards Research Of Prospective Teacher Educators

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ABSTRACT

The main aim of the present study was to examine the mean significant difference exists between the attitude towards research and its dimensions of prospective teacher educators with respect to media of accessing communication and previous teaching experience as demographic variables. In order to support the above fact nearly sixty five studies conducted both in state, regional, national and global level were reviewed. The investigator constructed and validated research attitude scale with five dimensions in the areas of research usefulness, anxiety, preference, relevancy to life and difficulty in research. Then it was used to measure the attitude toward research of 640 prospective teacher educators who were randomly selected from twenty seven numbers of colleges in five districts (Coimbatore, Dharmapuri, Erode, Namakkal, and Salem) of Tamilnadu, India through simple survey methodology. The data was scored, tabulated, and analysed with the help of SPSS.16.00 version of software package. Statistical analysis like descriptive and differential analysis has been carried out for suitable interpretation. The attitude towards research was average with respect to whole sample. The present study further confirmed that both demographic variables as in total and it dimensions doesn't influence the main variable significantly thereby confirming that framed hypotheses are to be retained except few dimensions (research anxiety, research preference, and relevancy to life) in the case of teaching experience. Further in-depth analysis confirmed that teaching experience influences the research anxiety, research preference and relevancy to life dimensions of attitude towards research significantly. This required more concentration on different strategies to be developed and implemented at the teacher education training program at post graduate level.

Key Words: Attitude towards Research, and Prospective Teacher Educators.

ATTITUDE TOWARDS RESEARCH

Research is the systematic process of collecting and analyzing information to increase a human understanding of the phenomenon that taken for research study. In other words, research is a process comprised of data collection, analysis, interpretation, and assessment procedures conducted in a well planned and designed manner in order to find appropriate solutions to a problem. Attitude towards research refers the pattern of likingness or opinion towards different perspectives of research in various dimensions of individual. Now-a-days research is included as main subject for the graduates, and postgraduate programme at levels of education. This research attitude that may reflect in the individual profession to understand the development and failures of concerned area not only past but also present and future.

Both schools and colleges especially teacher education programmes are considered as training ground for all future practitioners and innovators. In this case, the responsibility of students at master level degree teacher training programme is to equip everyone the knowledge and skills on how to conduct research. **Noorul Amin, & Syed (2017)** found that internet-users were found to have favourable attitude towards research. In order to achieve this purpose, it is the duty of teacher educators to disseminate theory of research in a broad manner and to teach how to do it meticulously.

Today higher education has broken down into teaching, research and service. A prospective teacher educator will be required not only to have good communicator, and personality, but also have good research attitude. **Prema Muthusamy, & Vanitha (2017)** suggested that six factors like love for research, research fear, research usefulness, difficulties in research, importance of research and benefits of research were found as necessary to join the research course. Many prospective student teachers have concerns about learning research concepts. The relationships between students' research and their personal and professional characteristics, anxiety and attitude toward research are very broad area to be investigated. By eliciting feedback from prospective teacher educators about which aspects of the research process create various levels of anxiety, an idea may for their improvement in their research attitude.

The M.Ed programme is an advanced teacher preparation level which necessitates to do the research in emerging issues in education that are to submitted as dissertation formant which are mandatory for assessment of the curricula course without omissions. The students in the M.Ed program are comprised of in-service teachers and also those without teaching experience. These studies who are inspired to join M.Ed program for their rapid progression in the carrier, advancement in the pedagogical research knowledge and skills, and better status in the society. Majority of the M. Ed students are not active to carry out a research project because of lacking of research knowledge and anxiety.

RATIONALE OF THE STUDY

Faculty members and student teachers are two main groups who conduct research in colleges, and higher education institutions. Because of the education process in universities and need to submit thesis or dissertation for fulfillment of a degree, graduate students play an important role in research process. Many prospective teacher educators have concerns about learning research concepts. The relationships between students' research and their personal and professional characteristics, research anxiety and attitude toward research are to be investigated in this study. By eliciting feedback from prospective teacher educators about which aspects of the research process create various levels of anxiety, a picture may emerge which helps explain why so many students fail to complete the thesis or dissertation ?. It arises following research questions to be probed and to find correct solution as a need of the hour.

- Does the attitude towards research and its dimensions of the prospective teacher educators are average or enough at teacher education training institution level?
- Does the demographic variable like media of accessing communication and teaching experience influences attitude towards research and its dimensions of the prospective teacher educators?

GLIMPSES OF PREVIOUS STUDY FINDINGS

Ramesh, Reddy, Rao, Dhandapani, Siva, Samba, & Ramakrishna. (2017) proved that expectancy-value model provides a useful framework to understand the role of attitude/aptitude in better prediction of research and teaching behavior. **Sandeep Sachdeva, Neha Taneja, & Nidhi Dwivedi. (2018)** found that out of all the references used in research articles, only 60.2% were of recent-10 year time frame (2007-2016) origin while the rest were from older time-frame and only 36.1% of all the references were of Indian origin. **Sarathkumar, P., & Shankar, C. (2018)** explored a study to know the level of research attitude of prospective teacher educators in Salem District and found that the level of research attitude of prospective teacher educators in government, aided and private institutions was average in nature.

Tasgin, & Adnan (2018) found that there was a negative meaningful relationship between the academic dishonesty tendencies of the pre-service teachers and their attitudes towards the research. **Abirami Omprakash, Archana, Padmavathi Ramaswamy, Sathiyasekaran, Thyagarajan, & Ravinder (2019)** tried a cross-sectional study and found that perceived barriers were lack of research skills training (87 percentage).

Kakupa, Paul, Xue, Han (2019) examined that doctoral students had significantly more positive research attitudes, higher self-efficacy, and lower research anxiety than Master's degree. **Ahn, Sukhee, Jeong, Geum Hee, & Shin. (2020)** found that use of a plagiarism-checking program and reviewing manuscripts from members of one's own research group had the lowest scores.

OPERATIONAL DEFINITION OF THE TERMS

- **Attitude towards Research** is the attitude or opinion or likingness or belief towards work related to those research activities with respect to research usefulness, anxiety, preference, life relevancy and difficulty in research.
- **Prospective Teacher Educator** is a trainee one who undergone two year masters level education training programme (future trainers of prospective student teachers) who comes under the jurisdiction of NCTE higher education institution in India.

OBJECTIVES

1. To study the level of attitude towards research of prospective teacher educators in four districts of Tamilnadu.
2. To know whether there is any mean significant difference among the three sub –groups of media of accessing communication (newspaper, internet and mobile) of prospective teacher educators with reference to attitude towards research and its dimensions.
3. To know whether there is any mean significant difference between prospective teacher educators' whose previous teaching experience as below three years and above three years with reference to attitude towards research and its dimensions.

HYPOTHESES

H₁. The level of attitude towards research of prospective teacher educators in five districts of Tamilnadu is high in nature.

H₀₂. There is no mean significant difference exists among the three sub –groups of media of accessing communication (newspaper, internet and mobile) of prospective teacher educators with reference to attitude towards research and its dimensions.

H₀₃. There is no mean significant difference exists between prospective teacher educators' whose previous teaching experience as below three years and above three years with reference to attitude towards research and its dimensions.

METHOD, SAMPLE AND SAMPLING TECHNIQUE

In the present investigation normative research method and survey technique has been employed. A sample of 640 prospective teacher educators (sample) was selected by using **simple random sampling technique** from 27 colleges of education in five districts of Tamilnadu.

VARIABLES OF THE STUDY

The main variable (dependent) selected for this study is **research attitude and its dimensions** of prospective teacher educators. The independent variable is response variable or output variables which are **media of communication, and teaching experience**.

RESEARCH TOOL

Chelvarajan's Research Attitude Scale-CRAS (2018) tool developed by the investigator with the background information has been used for collection of the data for the selected sample. The research tool consisted of 40 statements (14 negative type statements and 26 positive type of statements with five dimensions. The reliability of the test by split-half technique (internal consistency) followed by the use of Spearman-Brown prophecy formula is found to be 0.712. The formula to be used to determine the intrinsic validity is the square root of its reliability. Thus the validity of this test is 0.843. The significance of the validity was tested with 't' test. The 't' value 14.12 was significant at 0.01 level. Therefore the validity was significant at 0.01 level. Thus from the two co-efficient it may be inferred that this test is highly reliable and valid.

ANALYSIS AND INTERPRETATION

The mean and standard deviation scores of research attitude of prospective teacher educators are given in the following Table 1.1 to study the level for the whole sample and select sub-sample from the scores on collected data.

Table – 1.1

Showing the Mean, Standard Deviation Scores for the Whole Sample and Select Sub-Sample of Research Attitude of Prospective Teacher Educators

S.No.	Main Variable and its Dimensions	N	Mean	S.D	Level
	Research Attitude	640	114.39	4.75	Average
D1	Research Usefulness	640	32.31	2.309	Average
D2	Research Anxiety	640	55.63	3.128	Average
D3	Research Preference	640	40.84	1.491	Average

Attitude Towards Research Of Prospective Teacher Educators

S.No.	Main Variable and its Dimensions	N	Mean	S.D	Level
D4	Relevancy to Life	640	10.00	0.808	Average
D5	Difficulty in Research	640	7.92	0.782	Average

Mean \pm 1 S.D has been used to arrive the norms for suitable interpretation. Based on the principle of normal probability curve property, the mean score lies in between the Mean (114.39) \pm 1 S.D (4.75) WHICH results average attitude towards research of prospective teachers educators For the whole sample, the above Table 1.1 shows that mean (114.39) and standard deviation (4.75) scores of attitude towards research as whole of prospective teacher educators. The overall level of attitude towards research of prospective teacher educators for the whole sample is average in nature. The same results have been observed in all the cases of dimensions of attitude towards research.

Media of Accessing Communication and Attitude towards Research

The attitude towards research and it dimensions scores of prospective teacher educators whose media of accessing communication as newspaper, internet and mobile were analyzed and the details are given in Table.1.2. Analysis of variance (F-test) has been applied to find out the significance difference between the mean of three sub groups of media of accessing communication of prospective teacher educators in their attitude towards research and it dimensions.

Table.1.2
t-test value for the Attitude towards Research and it Dimensions Scores of School Teachers with respect to Media of Accessing Communication

Variable and it Dimensions	Source of Variance	Sum of Squares	df	Mean Square	F-Value	Level of Significance
Attitude towards Research	Between Groups	2.790	2	1.395	0.062	Not Significant at 0.05 Level
	Within Groups	14429.110	637	22.652		
	Total	14431.900	639			
Research Usefulness	Between Groups	1.399	2	0.700	0.131	Not Significant at 0.05 Level
	Within Groups	3404.576	637	5.345		
	Total	3405.975	639			
Research Anxiety	Between Groups	2.607	2	1.303	0.133	Not Significant at 0.05 Level
	Within Groups	6248.368	637	9.809		
	Total	6250.975	639			

Research Preference	Between Groups	10.914	2	5.457	2.467	Not Significant at 0.05 Level
	Within Groups	1408.829	637	2.212		
	Total	1419.744	639			
Relevancy to Life	Between Groups	1.875	2	0.938	1.439	Not Significant at 0.05 Level
	Within Groups	415.111	637	0.652		
	Total	416.986	639			
Difficulty in Research	Between Groups	2.603	2	1.301	2.135	Not Significant at 0.05 Level
	Within Groups	388.333	637	0.610		
	Total	390.936	639			

Tabulated F-value 3.00 at 0.05 Level, 4.63 at 0.01 Level

It is clear from the above Table.1.2, the F-values for prospective teacher educators whose media of accessing communication as newspaper, internet and mobile with reference to attitude towards research and its dimensions research usefulness, research anxiety, research preference, relevancy to life, and difficulty in research are found to be 0.062, 0.131, 0.133, 2.467, 1.439, and 2.135. All F-values are lesser than the table value of 3.00. Hence all are not significant at 0.05 levels. Hence, the framed null hypotheses are accepted and research hypotheses rejected. To sum up prospective teacher educators whose media of accessing communication as newspaper, internet and mobile do not differ significantly in their attitude towards research and its dimensions research usefulness, anxiety, preference, relevancy to life, and difficulty in research. Therefore, media of accessing communication has no significant influence on the attitude towards research and its dimensions research usefulness, research anxiety, research preference, relevancy to life, and difficulty in research of prospective teacher educators.

Teaching Experience and Attitude towards Research

The attitude towards research and its dimensions scores of prospective teacher educators whose teaching experience as below three years and above three years were analyzed and the details are given in Table.1.3. A t-test has been applied to find out the significance difference between the mean of prospective teacher educators teaching experience as below three years and above three years categories in their research attitude and its dimensions.

Table.1.3
t-test value for the Attitude towards Research and its Dimensions Scores of School Teachers with respect to Teaching Experience

Attitude Towards Research Of Prospective Teacher Educators

Variable and it Dimensions	Teaching Experience	N	Mean	SD	Obtained t-value	Level of Significance
Attitude towards Research	Below Three Years	402	114.18	4.802	1.426	Not Significant at 0.05 Level
	Above Three Years	238	114.74	4.657		
Research Usefulness	Below Three Years	402	32.18	2.211	1.778	Not Significant at 0.05 Level
	Above Three Years	238	32.52	2.456		
Research Anxiety	Below Three Years	402	55.37	2.931	2.754	Significant at 0.05 Level
	Above Three Years	238	56.07	3.396		
Research Preference	Below Three Years	402	40.94	1.613	2.261	Significant at 0.05 Level
	Above Three Years	238	40.67	1.241		
Relevancy to Life	Below Three Years	402	9.94	0.814	2.349	Significant at 0.05 Level
	Above Three Years	238	10.09	0.790		
Difficulty in Research	Below Three Years	402	7.93	0.815	0.422	Not Significant at 0.05 Level
	Above Three Years	238	7.90	0.726		

Tabulated t-value 1.96 at 0.05 Level, 2.58 at 0.01 Level

It is clear from the above Table.1.3, the t-values for prospective teacher educators whose teaching experience as below three years and above three years categories with reference to attitude towards research and it dimensions research usefulness, research anxiety, research preference, relevancy to life, and difficulty in research are found to be 1.426, 1.778, 2.754, 2.261, 2.349. and 0.422. The t-values for research anxiety, research preference and relevancy to life are greater than the table value of 1.96. Hence all are significant at 0.05 levels. Hence, the framed null hypotheses are rejected and research hypotheses accepted. To sum up prospective teacher educators whose teaching experience as below three years and above three years categories differ significantly in their research anxiety, research preference and relevancy to life. Therefore, teaching experience has significant influence on the research anxiety, research preference, and relevancy to life of prospective teacher educators.

The t-values for attitude towards research, research usefulness, and difficulty in research are lesser than the table value of 1.96. Hence all are not significant at 0.05 levels. Hence, the framed null hypotheses are accepted and research hypotheses rejected. To sum up prospective teacher educators whose teaching experience as below three years and above three years categories do not differ significantly in their research attitude research usefulness, and difficulty in research. Therefore, teaching experience has no significant influence on the research attitude research usefulness, and difficulty in research of prospective teacher educators.

RECOMMENDATIONS

Teaching experiences also influences research anxiety, research preference, and relevancy to life of prospective teacher educators to maximum extent. So orientation and face-to-face interaction programme to be conducted frequently. Research corum, forum and colloquium should be organized then and there to alleviate the research anxiety of the students by the guide as well as peer subject experts in a friendly approach. **Landicho, & Christopher Jan, B.(2020)** revealed that the respondents held a positive outlook towards research and identified factors like time and financial constraints, heavy workload, and lack of exposure and experience in research were some of the challenges identified by the respondents. The teacher educators should highlighted the need of subject relevancy, preference in solving research problem to the students amicably. Research should be taught as friendly subject and the teacher educators should ensure friendly atmosphere in guiding and doing research under his/her guidance. The young prospective teacher educators should be encouraged to publish and present research papers within the duration of M.Ed two programmes as a course work and compulsory for qualifying degree. Good training and student support programs exclusively for research would motivate students to opt for research careers. The private college should ensure the sharing and transferring the knowledge, more research experience and subject expertiseness of the teacher educator or guide to the prospective teacher educators. As is the teacher so as the students. The guide himself/herself should have a positive attitude towards research. The guide plays an important role in every research work. The researcher also depends partly on the guide in order that the research work is carried out.

DISCUSSIONS

One of the major findings of the present study is the overall level of attitude towards research of prospective teacher an educator is average. These findings found in similar with the findings of the studies of David Paul, Vaskar Mutum, & Allwin Prabu (2014) surveyed the attitude of youth towards research in Thiruvannamalai district of Tamilnadu and found that youth were having favourable attitude towards research, and Sureshkumar, K.(2015) who conducted a study to find out the level of attitude of M. Ed students towards research program and revealed that M. Ed students shows favourable attitude towards research.

CONCLUSION

The result from the present study concluded that prospective teacher educators have average research attitude. This should be an alarming situation for the profession that even minimum opinions about the usefulness and relevance of research to life will potentially be a big hindrance as far as their own participation in the research activity is concerned. **Griffioen, & Didi, M. E. (2019)** showed that students' intention to use research in their future professional practice correlates highly with their perceptions and attitudes toward research, whilst research activities and research context have less of an

effect. Therefore, to increase the functionality of the integration of research into higher education pedagogies, students' research attitudes should be considered. The research component of the advanced teacher education training programs at post graduate level needs to be reviewed frequently so that the future prospective teacher educators can develop an understanding and realize the importance of education research as professionals and as role models for generations to come.

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