



Study Of Attitude Of Students Studying In Post Graduate Towards Academic Research

Baby Pandey

M.Ed Scholar, School of Education

Galgotias University Greater Noida

Jitendra Kumar Singh

Assistant Professor, School of Education

Galgotias University Greater Noida

Abstract

Background: The fundamental challenge of this study is assessing people's attitudes towards research. There are several aspects to one's attitude towards research. Understanding the students' views towards research would help to bridge the gap among the research supervisor and his ward. To solve the many challenges that post-graduate students face, it is necessary to assess their attitudes and diagnose the areas that need to be addressed.

Aim of study: The study's goal is to analyse post-graduate students' attitudes towards research and identify the many characteristics of attitude. This survey also delves into the top factors that influence their choice to pursue a Post-graduate. It also seeks to identify several factors that led students to enrol in post-graduate programmes. Obtaining adequate knowledge to proceed on the investigation is an important step in the research process. This research also indicates the areas in which students require training at various levels in order to effectively finish the programme. The approach used to carry out this research is a questionnaire to measure research attitudes.

Methodology: This study's sample consists of 200 post-graduate students who have completed one year of course work in M.ed, M.Sc or M.A. The variables include research interest, research fear, research usefulness, research obstacles, research importance, and research advantages. Teachers, an enthusiastic mentor, and friends are the top three elements that affect a student's decision to pursue a Post-graduate degree.

Key words: Research attitude, Factor Analysis, Post-graduate Students, Influential factors, Training during research.

Introduction

A vital strategy for gaining a deeper knowledge and resolving many issues that arise in daily life is research. So, postgraduate students have to have a solid comprehension of it and adopt a favourable attitude towards it. Hence, there is a necessity to examine attitudes regarding crucial subjects like research. According to a study by Siemen (2010), medical students thought that conducting research was helpful for their professional growth [1-12].

A systematic and thorough quest for the truth is research. Any inquiry's primary goal is to establish favourable conditions for the generation of knowledge necessary to address problems. It's crucial to understand the students' opinions regarding the subject when introducing it at the post-graduate level.

A study conducted by Shirbagi (2011) found that while students in the humanities had higher levels of concern about conducting research since it is so important to their lives; students in the technical fields had more favourable attitudes. The study is important because it will help us understand better how postgraduate students see research. Each postgraduate level needs research to understand and identify academic issues. So, all students must participate in research projects to refresh their expertise in order to solve problems. The goal of the current study is to encourage postgraduate students to do research to address their own and societal problems. Consequently, it is acceptable to do a quick investigation to determine their main research hypothesis [13-19].

So, the purpose of this study was to ascertain how PG students saw research. The study's primary goal is to ascertain postgraduate students' attitudes regarding research.

Research on education's characteristics

- The goal of educational research is to identify a solution to the stated problem by focusing on a particular issue.
- In order to collect data, it uses both primary and secondary sources. To get a conclusion about a subject, researchers depend on primary sources of information and secondary data.
- Scientific methods are used in educational research to reach a result. It makes use of empirical data as a component of the study.
- To better understand the issues at hand, researchers concentrate on developing learning theories and principles.
- Many techniques may be used by researchers to get pertinent data. To obtain information, they could, for instance, ask structured, semi-structured, and unstructured inquiries.
- Interdisciplinary studies from various fields are combined in educational research.

Some of the features of educational research include those that were just described. These features shed light on the primary function of educational research. Students might pursue a rewarding career in educational research. In order to pursue a profession as an educational investigator, students must perform well in school [20-39].

Objective

Objective 1: To study the Attitude of M.Ed., M.Sc., and M.A.(Edu) students towards research

Objective 2: To compare the attitude of M.Ed. and M.Sc. Student toward research.

Objective 3: To compare the attitude of M.Sc. and M.A (Edu.) student toward research.

Objective 4: To compare the attitude of M.Ed. and M.A (Edu.) student toward research.

Hypothesis

Researcher use following hypothesis of the study:

HQ1: There is no significant difference in the attitude of M.Ed. and M.Sc. Student toward research.

HQ2: There is no significant difference in the attitude of M.Sc. and M.A (Edu.) student toward research.

HQ3: There is no significant difference in the attitude of M.Ed. and M.Sc. student toward research.

Methodology of the study

Population:

The present study would be delimited to the 120 post-graduate students of government and private colleges of both urban and rural areas of India.

Design of the study

The study is based on descriptive survey research. The sample of the study is 120 postgraduate students studying in M.Ed., M.Sc., and M.A.(Edu) course of Greater Noida, UP. The investigator developed 5 point Attitude towards Research Scale (ARS) as Strongly agree, Agree, Undecided, Disagree, and strongly disagree. The validity of the test has been reported on the basis of a factor-analysis of the inter element scores, which gave a pattern of five dimensions.

Analysis and Interpretation

Objective 1: To study the Attitude of M.Ed., M.Sc., and M.A.(Edu) students towards research

Sr No	Group	N	M	S.D
1	M.Ed. students	30	145	29.73
2	M.Sc. students	30	155.5	40.46
3	M.A.(Edu) students	30	99	19.73

Table 1: Attitude of M.Ed., M.Sc. and M.A students towards research

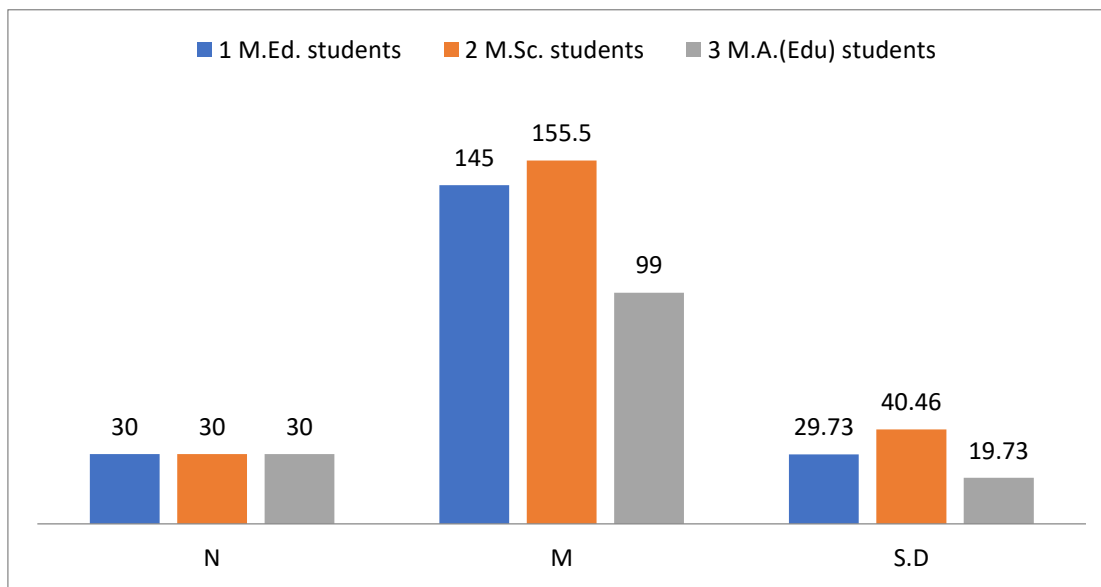


Fig 1: Attitude of M.Ed., M.Sc., and M.A(Edu) students towards research Graph

The results relating to this objective are presented in Table 1. In this table, the mean and S.D. scores in respect of Attitude of M.Ed., M.Sc. and M.A students towards Research. Mean and SD obtained in respect of 30 students of M.Ed. category on Attitude towards Research are 145 and 29.73. Mean and SD obtained in respect of 30 students of M.Sc. Category on Attitude towards Research are 155.5 and 40.46. Mean and SD obtained in respect of 30 students of M.A.(Edu.) category on Attitude towards Research are 90 and 19.73.

Objective 2: To compare the attitude of M.Ed. and M.Sc. Student toward research.

The results relating to this objective are presented in Table 2. In this table, the mean scores in respect of attitude of M.Ed. and M.Sc. Student toward research are presented along with the standard deviations and t-value.

Sr No	Group	N	M	S.D	σD (SEM)	t-value
1	M.Ed. students	30	145	29.73	9.16	1.14**
2	M.Sc. students	30	155.5	40.46		

Table 2: To compare the attitude of M.Ed. and M.Sc. Student toward research.

Not significant** on .05 and .01 Level.

The results relating to this objective are presented in Table 2. In this table the mean and S.D. scores in respect of Attitude of M.Ed., and M.Sc. students towards Research. Mean and SD obtained in respect of 30 students of M.Ed. category on Attitude towards Research are 145 and 29.73. Mean and SD obtained in respect of 30 students of M.Sc. Category on Attitude towards Research are 155.5 and 40.46 and σD SEM. and t-value is 9.16 and 1.14.

Objective 3: To compare the attitude of M.Sc. and M.A (Edu.) student toward research.

The results relating to this objective are presented in Table 3. In this table, the mean scores in respect of attitude of M.Sc. and M.A (Edu.) student toward research are presented along with the standard deviations and t-value.

Sr No	Group	N	M	S.D	σD (SEM)	t-value
1	M.Sc. students	30	155.5	40.46	8.21	6.88**
2	M.A.(Edu) students	30	99	19.73		

Table 3: To compare the attitude of M.Sc. and M.A (Edu.) student toward research.

Significant* on .05 and .01 Level

The results relating to this objective are presented in Table 5. In this table the mean and S.D. scores in respect of Attitude of M.Sc. and M.A.(Edu) students towards Research. Mean and SD obtained in respect of 30 students of M.Sc. category on Attitude towards Research are 155.5 and 40.46. Mean and SD obtained in respect of 30 students of M.A.(Edu) Category on Attitude towards Research are 99 and 19.73 and SE_M and t – value is 8.21 and 6.88.

Objective 4: To compare the attitude of M.Ed. and M.A (Edu.) student toward research.

The results relating to this objective are presented in Table 4. In this table, the mean scores in respect of attitude of M.Ed. and M.A (Edu.) student toward research are presented along with the standard deviations and t-value.

Sr No	Group	N	M	S.D
1	M.Ed. students	30	145	29.73
2	M.A.(Edu) students	30	99	19.73

Table 4: To compare the attitude of M.Ed. and M.A (Edu.) student toward research

Significant* on .05 and .01 Level

The results relating to this objective are presented in Table 4. In this table the mean and S.D. scores in respect of Attitude of M.Ed. and M.A.(Edu) students towards Research. Mean and SD obtained in respect of 30 students of M.Ed. category on Attitude towards Research are 145 and 29.73. Mean and SD obtained in respect of 30 students of M.A. (Edu) Category on Attitude towards Research are 99 and 19.73 and SE_M and t – value is 6.51 and 7.06.

CONCLUSION

Comparison of Attitude towards Research: It is observed that M.Ed. and M.Sc. stream students are found to be better on Attitude towards research than their counterpart M.A.(Edu) students. On the other side, the Attitude towards Research of students who belonged to M.Ed. and M.Sc. stream students is found to be approximately equal but attitude of M.A.(Edu) students towers research is found below than M.Ed. and M.Sc. So, we say that in M.A. classes should need more improvement at research level.

EDUCATIONAL IMPLICATIONS

The present study is concerned with the comparison of M.Ed., M.Sc., and M.A.(Edu) students on one variable viz. attitude towards Research. The findings of the study are likely to prove of immense importance to educational thinkers, teachers, psychologists, educational planners, and others who are concerned with the sphere of education. The implications related to the study have been presented below pertaining to the one variable: Attitude towards Research: It is noticed that there is a positive correlation between attitude towards research of M.Ed., M.Sc., and M.A.(Edu) students. Moreover, it is observed that M.A.(Edu) stream students require special attention in regard of their attitude towards research.

Hence, it is suggested that teachers at school and parents at home should develop such qualities in student to make their attitude positive towards research. A teacher has an important role to play in this regard. He is the kingpin in the educational process. His method of teaching is of paramount importance. It must be made absorbingly unsteady so that the students are liable to grasp the matter quickly. He can tell students about the importance of research in life and make their attitude positive towards research. A student can be inspired to have a positive attitude towards research by providing subjects of his own interest, helping him in his school work, solving his study problems, showing importance of knowledge for success in life and status in the society. Parents can self-indulge themselves in different academic activities at household to inspire children to have a positive attitude towards research. Except this, the conducive academic environment and adequate provisions of educational facilities, proper motivation, guidance and counselling at school level motivate students to have an attitude positive towards research.

SUGGESTIONS FOR THE FURTHER RESEARCH

The findings of the present study “A Study of Attitude towards research of M.Ed., M.Sc., and M.A. Students in Gautam Buddha Nagar” 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.

- A similar study can be conducted by using the same variables on university level.
- A similar study can be made possible with same variables in relation to high and low socio-economic status of college students.
- A similar study is also feasible with same variables on normal and problematic college students.
- The similar study may also be conducted on normal and physically handicapped students.
- The present study was conducted on college students only.
- For generalization of findings, the study can be extended to students of other educational levelsof higher education.
- The similar study can be feasible with same variables on students studying in regular and distance learning mode.
- The similar study may be conducted using other methodology, population, and settings.
- The similar study may also be possible on students of Govt. aided and self-financing educational colleges.
- The similar study can be made possible on male and female students.
- The similar study may also be conducted on some different regions to have knowledge in depth.

References:

1. Shaukat S, Siddiquah A, Abiodullah M, Akbar RA. Postgraduate students' attitudes towards research. *Bulletin of Education and Research*. 2014 Jun;36(1):111-22.
2. Roul MR. Attitude of Post-Graduate Students towards Research. *Research Guru: Online Journal of Multidisciplinary Subjects*. 2018.
3. Singaravelu G. A Study of Research Attitude among Post Graduate Students of University Departments in Tamilnadu Agricultural University A. Sivakumar Ph. D. Scholar, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.
4. Abun D. The Attitude of Graduate students toward Research and their Intention to Conduct Research in the Future. 2021 Mar 19.
5. Abdelhafez AM. Postgraduate Research Students' Knowledge and Attitudes towards Good Supervisory Practice at the University of Exeter. Online submission. 2007.
6. Jagadeeswari B, Vinaya Kumar HM, Patel JB. Attitude of postgraduate students towards research. *Guj. J. Ext. Edu*. 2019;30(1):87-9.
7. Muthuswamy P, Vanitha R, Suganthan C, Ramesh PS. A study on attitude towards research among the doctoral Students. *International Journal of Civil Engineering and Technology*. 2017;8(11):811-23.
8. Imran SS, Nazir M, Dar W, Aziz U, Shoaib R, Saleem Q, Zaman M. Attitude towards research among undergraduate and postgraduate medical students. *Biomedica*. 2019;35(4):239-43.
9. Tamang R, Naraginti AR. Attitude of Post-Graduate Students towards Blended Learning. Available at SSRN 4069316. 2022 Mar 29.
10. Gajjela P, Mahendhar V, Sarma Kv. A Study on Attitude of Secondary School Students towards the Social Studies Subject in Sangareddy District. 2020
11. Park, S. J., McGhee, C. N., & Sherwin, T. (2010). Medical students' attitudes towards research and a career in research: an Auckland, New Zealand study. *The New Zealand Medical Journal (Online)*, 123(1323).
12. Siamian, H., Mahmoudi, R., Habibi, F., Latifi, M., & Zare-Gavvani, V. (2016). Students' attitudes towards research at Mazandaran University of Medical Sciences in 2015. *Materia socio-medica*, 28(6), 468.
13. Ross, J. G., & Burrell, S. A. (2019). Nursing students' attitudes toward research: An integrative review. *Nurse Education Today*, 82, 79-87.
14. Mutz, R., & Daniel, H. D. (2013). University and student segmentation: Multilevel latent-class analysis of students' attitudes towards research methods and statistics. *British journal of educational psychology*, 83(2), 280-304.
15. Morgenshtern, M., Freymond, N., Agyapong, S., & Greeson, C. (2011). Graduate social work students' attitudes toward research: Problems and prospects. *Journal of Teaching in Social Work*, 31(5), 552-568.
16. Lazar, A. (1991). Faculty, practitioner, and student attitudes toward research. *Journal of Social Work Education*, 27(1), 34-40.
17. Papanastasiou, E. C. (2005). Factor structure of the "Attitudes Toward Research" scale. *Statistics education research journal*, 4(1), 16-26.
18. Papanastasiou, E. C. (2005). Factor structure of the "Attitudes Toward Research" scale. *Statistics education research journal*, 4(1), 16-26.
19. Siemens, D. R., Punnen, S., Wong, J., & Kanji, N. (2010). A survey on the attitudes towards research in medical school. *BMC medical education*, 10(1), 1-7.
20. Byman, R., Krokfors, L., Toom, A., Maaranen, K., Jyrhämä, R., Kynäslähti, H., & Kansanen, P. (2009). Educating inquiry-oriented teachers: students' attitudes and experiences towards research-based teacher education. *Educational Research and Evaluation*, 15(1), 79-92.

21. Lovelace, M., & Brickman, P. (2013). Best practices for measuring students' attitudes toward learning science. *CBE—Life Sciences Education*, 12(4), 606-617.
22. Hussain, T., Akhter, M., Abid, N., & Sabir, S. (2016). A Study on Attitude towards Research among Technology Education Students in Pakistan. *Bulletin of Education and Research*, 38(2), 113-122.
23. De Boer, A., Pijl, S. J., & Minnaert, A. (2012). Students' attitudes towards peers with disabilities: A review of the literature. *International Journal of disability, development and education*, 59(4), 379-392.
24. Spector, N. C., & Bleeks, S. L. (1980). Strategies to improve students' attitudes to research. *Nursing Outlook*, 28(5), 300-4.
25. Dorfman, J., & Lipscomb, S. D. (2005). Graduate music students' attitudes toward research. *Journal of Music Teacher Education*, 15(1), 31-42.
26. Morrell, P. D., & Lederman, N. G. (1998). Student's attitudes toward school and classroom science: Are they independent phenomena?. *School Science and Mathematics*, 98(2), 76-83.
27. Björkström, M. E., Johansson, I. S., Hamrin, E. K., & Athlin, E. E. (2003). Swedish nursing students' attitudes to and awareness of research and development within nursing. *Journal of Advanced Nursing*, 41(4), 393-402.
28. Subramaniam, P. R., & Silverman, S. (2007). Middle school students' attitudes toward physical education. *Teaching and teacher education*, 23(5), 602-611.
29. Hawkins, M. J. (1996). COLLEGE STUDENTS' ATTITUDES TOWARD ELDERLY PERSONS. *Educational Gerontology: An International Quarterly*, 22(3), 271-279.
30. Perl, K. G., & Kahn, M. W. (1983). Psychology graduate students' attitudes toward research: A national survey. *Teaching of Psychology*, 10(3), 139-143.
31. Oguan Jr, F. E., Bernal, M. M., & Pinca, M. C. D. (2014). Attitude and anxiety towards research, its influence on the students' achievement in the course. *Asian journal of management sciences & education*, 3(4), 165-172.
32. Hweidi, I. M., & Al-Obeisat, S. M. (2006). Jordanian nursing students' attitudes toward the elderly. *Nurse education today*, 26(1), 23-30.
33. Kurniawan, D. A., Astalini, A., Darmaji, D., & Melsayanti, R. (2019). Students' Attitude towards Natural Sciences. *International Journal of Evaluation and Research in Education*, 8(3), 455-460.
34. Selwyn, N. (1999). Student's attitudes towards computers in sixteen to nineteen education. *Education and Information Technologies*, 4, 129-141.
35. Kara, A. (2009). The effect of a 'learning theories' unit on students' attitudes toward learning. *Australian journal of teacher education*, 34(3), 100-113.
36. Havard, N. (1996). Student attitudes to studying A-level sciences. *Public Understanding of Science*, 5(4), 321.
37. Havard, N. (1996). Student attitudes to studying A-level sciences. *Public Understanding of Science*, 5(4), 321.
38. Tervo, R. C., & Palmer, G. (2004). Health professional student attitudes towards people with disability. *Clinical rehabilitation*, 18(8), 908-915.
39. Yu, K. C., Lin, K. Y., Han, F. N., & Hsu, I. Y. (2012). A model of junior high school students' attitudes toward technology. *International Journal of Technology and Design Education*, 22, 423-436.