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Residence area: A factor of prospective teacher educators' research attitude

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Abstract---All academic disciplines include research, and students in research programmes should have a solid understanding about basic research principles. Owing to generate perfect research graduate, postgraduate teachers must guarantee that students gain the ability to do research using the recognised procedures connected with specific educational sub-disciplines. Many factors may affect the research attitude of the college students. A deep probe on the location of the specific factors leads to recommend appropriate strategies to improve the research attitude further. This study attempts to gain a better knowledge of the general research attitude of prospective teacher educators with respect to their residence area as an influencing factor. For this 640 sample were randomly selected from 27 different colleges in Coimbatore, Dharmapuri, Erode, Namakkal, and Salem districts of Tamilnadu. The findings revealed that residence area is an influencing factor of prospective teacher educators. The sample had an average level of research attitude. The higher education institutions should improve the research attitude of prospective teacher educators through teaching and training in research. This training should help them to successfully integrate research attitudes with growth plans in the educational process.

Keywords---residence area, factor, prospective teacher educators, research attitude.

Introduction

Now-a-days, research has become one of the most valuable intellectual assets for any higher education in which graduates and post graduates get reedy to adapt himself/herself lifestyle to the requirements of society. It is a crucial component in the creation of man's environment and the new experiences that he/she encounters in his/her surroundings. It expands the boundaries of numerous disciplines, including education, business, economics, medical, and science. Research had made a substantial contribution to humanity's tremendous leap into the future. As the demand for research grows, every tertiary institution requires students to write a research paper on a problem, subject, or topic of their choosing. Every college students seeking a master's degree will be required to complete this course. However, this desire is accompanied by the students' anxiety and difficulty in their research class. Lack of research knowledge exposure and failure to correlate research outcomes with relevancy to life makes to feel about research as difficult one. Finally it should be treated as an isolated subject.

Status of research

The higher education offered through University or College insists teaching, research, and service. Research is the scientific collection and analysis of data in order to improve human understanding of the subject being studied. The curriculum of the present college and university education process necessitates studying a problem for doing research and submitting the research outcomes with a well framed thesis format or dissertation in order to complete a degree. Now-a-days, research is mandatory for graduate students' curriculum. The research interest among the students should be inculcated as a part of any programme irrespective of UG (Under Graduate) or Post Graduate (PG) level.

Previous research outcomes

Research anxiety refers to factors that a student finds troublesome to the point where outcome is affected (*Higgins, 2006*). In the academic world, studies have found strong links between various aspects of self-efficacy and anxiety (*Shelton 1991*). Fear and worry, according to *McGrath (2002)*, are common causes of students failing to complete their dissertations at their graduate and post graduate level, and some students have significant anxiety about the dissertation work. In order to successfully complete the dissertation work, the impact of other factors such as work management and family (*Flynn, Chasek, Harper, Murphy, & Jorgensen, 2012*) must be considered to ensure student development. Students can feel worried by regardless of breadth of the recommendations due to a lack of exposure in academic writing (*Thomas, Williams, & Case, 2014*). When students can edit their research work based upon the feedback of faculty or peers, students lacking research skills are likely to focus primarily on grammatical changes instead of strengthening their overall argument. Mentoring relationship between the candidate and faculty is pivotal to successful and timely degree completion in research (*Sarah M. M, Barbara,K., & Jillian, D*). It is very hard to finding dedicated dissertation; time can prove to be a barrier (*Ondrusek, 2012*). *Domingue (2006)* explained about the various barriers of graduation linked to

productivity as an improper plan, procrastination, perfectionism, research skills lacking, and troubling in selecting a topic. *Krueger & Peek (2006)* noted that interpersonal relationships during the program of study was important for developing of academic skills associated with teaching, publishing, and, writing.

Shankar & Silambarasan (2018) found that type of management of college is an influencing factor of research attitude in which private non aided college M.Ed (78.65) have more research attitude than private aided college respondents (67.31). Others who have gone through the dissertation process have also mentioned the apparent correlation between anxiety and procrastination towards dissertation writing, and compilation. Students who are very confident in their research knowledge only like to complete the research assignment, and dissertation in time.

Problem choosen

Many prospective teacher educators' in the teacher education institutions are hesitant towards learning research concepts. Proper research attitude leads to increased research output and research participation in future activities. Irrespective of research difficulty, and anxiety, there are many other factors that could influence research attitude of the prospective teacher educators which could be probed well. The factors may be gender, nativity, birth order, institutional location, socio economic status, etc. In this study a problem has been choosen to study whether area of residence is an influencing factor of research attitude of prospective teacher educators.

Title of the study

Residence Area - A Factor of Prospective Teacher Educators' Research Attitude.

Key term definitions

- Residence Area: It refers the place of residence or birth place where prospective teacher educators would born, grow, and get education.
- Prospective Teacher Educators; Prospective teacher educators are individuals who pursue two year M.Ed degree course .
- Research Attitude: It refers the degree of likingness or opinion towards research usefulness, research anxiety, research preference, relevancy to life and research difficulty.

Objective

To determine whether there is a substantial difference in the mean scores of research attitudes and it dimensions between urban and rural prospective teacher educators.

Hypothesis

There is no substantial difference in the mean scores of research attitudes and it dimensions between urban and rural prospective teacher educators.

Methodology

A Survey methodology has been employed to a six hundred and forty prospective teacher educators selected from twenty seven teacher education institutions randomly in five districts of Tamilnadu. Chelvarajan's Research Attitude Scale (2018) tool developed by the investigator was used to measure the research attitude. This research attitude scale consisted of 40 statements with five dimensions (research usefulness, research anxiety, research preference, relevancy to life and difficulty in research). The split-half technique-internal consistency of reliability measure and (intrinsic) validity of the attitude scale was 0.712, and 0.843. The norms of the tool have been finalized after getting discussion with the subject experts as $M \pm 1\sigma$ (Mean ± 1 Standard Deviation) .

Statistical Analysis

Mean and S.D have been employed for describing the nature of the sample. A t-test has been applied to find out the substantial difference between the mean scores of urban and rural prospective teacher educators in their research attitude and it dimensions.

Analysis and Interpretation

The research attitude and it dimensions scores of urban and rural prospective teacher educators were analyzed and the details are given in Table.1.1

Table.1.1
Mean, S.D and t-test value for the Research Attitude and it Dimensions
Scores of Prospective Teacher Educators with respect to Residence Area

Variable and its Dimensions	Residence Area	N	Mean	SD	Obtained t-value	Level of Significance
Whole Sample	-	640	115.21	4.32	-	-
Research Attitude in Total	Urban	471	115.23	4.52	3.528	Significant at 0.01 Level
	Rural	169	114.22	4.00		
Research Usefulness	Urban	471	33.58	2.81	3.124	Significant at 0.01 Level
	Rural	169	32.14	1.91		
Research Anxiety	Urban	471	56.12	3.51	4.512	Significant at 0.01 Level
	Rural	169	55.01	2.81		
Research Preference	Urban	471	39.99	1.51	3.123	Significant at 0.01 Level
	Rural	169	40.01	1.86		
Relevancy to Life	Urban	471	9.87	1.12	3.421	Significant at 0.01 Level
	Rural	169	8.23	0.74		
Difficulty in Research	Urban	471	7.84	0.84	2.814	Significant at 0.01 Level
	Rural	169	7.64	0.71		

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

It is clear from the above Table.1.1, for the whole sample, the mean (115.21) and standard deviation (4.32) scores of research attitude of prospective teacher educators. The result reported that, prospective teacher educators have average research attitude within $M \pm 1\sigma$ limits. The t-values for urban and rural prospective teacher educators with reference to research attitude and its dimensions research usefulness, research anxiety, research preference, relevancy to life, and difficulty in research are found to be 3.028, 3.397, 4.351, 2.290, 3.039, and 2.762. All the t-values which are greater than the table value of 1.96. Hence all are significant at 0.01 levels. Hence, the framed null hypotheses are rejected and research hypotheses accepted. To sum up urban and rural prospective teacher educators differ significantly in their research attitude in total and its dimensions. Therefore, residence area has significant influence on the research attitude and its dimensions research usefulness, research anxiety, research preference, relevancy to life, and difficulty in research of prospective teacher educators.

Discussion

The findings revealed that the prospective teacher educators are having average research attitude and residence area is an influencing factor of research attitude in total, and its all dimensions. In the case of research attitude in total, rural prospective teacher educators are having lesser attitudes than their counterparts.

Implications

Orientation could be provided to them through the mentor-mentee system during the writing of research articles and the compilation of dissertation work. The research guide and research committee members should assess new students' research attitudes and help them in reducing their research anxiety and difficulty in the research framework. Faculty should ensure that they teach research preferences, relevance, and usefulness in life through regular research instructional classes, thereby creating personal research interests among them. Frequent research colloquiums should be held in postgraduate teacher education institutions, particularly among rural students, to tap their innate talents in conducting research and presenting research reports without hesitation. The faculty should assist them in overcoming their research difficulties through simplification of the data coding and decoding processes, as well as techniques in the use of MS Excel sheets in preparing master tables for entering data of research. A simple statistical analysis is sufficient for interpretation. Prospective teacher educators should be guided through the process of selecting specific statistical analyses for data obtained from various scales of measurement such as nominal, ordinal, interval, and ratio.

The area of difficulty in the research analysis should be identified and simplified. They will receive orientation for the SPSS packages in order to speed up and obtain accurate results. During practical viva examinations, research candidates should not be bombarded with critical questions and communication fluency that no one can answer. Whereas he/she should be evaluated based on his/her contribution to research. Useful criticisms may be offered for further improvement

in areas where it is the foundation for the emergence of new research areas for further investigation.

Conclusions

According to the findings, prospective teacher educators have an average research attitude and it is as serious concern for the teaching and research. Even average and low opinions about the usefulness and relevance of research to life can be a major impediment to their own participation in the research activity. The research skills and components of present teacher education programmes should be remodified so that prospective teacher educators can understand the concepts very clearly and appreciate the value of research education as professionals and role models for future generations.

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