



## Research Trends in Teacher Education

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### Abstract

*India is striving hard to emerge as developed nation by 2020 and education has to play an important role in producing global competitive manpower. Educational Research plays an important role in exploring problems associated with education and as a consequence it improves teaching and learning process. Research is something which is concerned with analytical examination of facts and exploring new dimensions of knowledge. Research and intellectual creation are necessary to develop a critical innovative approach. An increasing investment in research and development of information technology would result in skill and efficiency enhancement and would serve as a foundation for the knowledge based society. But researches in universities tend to be confined within the safe walls of respective disciplines and interdisciplinary approach is rarely followed. This paper examines the factors affecting quality of educational research and educational research trends in Vidarbha Region of Maharashtra. The aim of this study was to identify the factors affecting quality of research in education and to compare the opinion of male and female researchers towards the factors related to research like: a) infrastructure facilities; b) financial support; c) evaluation of thesis; d) motivational force; and e) research ethics. Survey method was adopted and the data were collected by means of interview schedule and attitude scale. The study reveals that there is significant difference between the opinion of male and female researchers towards the factors namely evaluation of thesis and research ethics; whereas there is no significant difference between the opinion of male and female researchers towards the factors namely infrastructure facilities; financial support; and motivational force. Also,*

*in this study, researchers viewed the universities should ensure the task of channelizing the higher education and research work, to make the society realize, the qualitative fruits of new innovations and ideologies.*

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**Key Words:** *Research Trends, Teacher Education.*

**Introduction:** Educational research has its prime aim to improve the process of education. Research is an essential and powerful tool in leading man towards progress. Research is a systematic, controlled and empirical procedure to seek hidden facts emphasizing prior planning which envisages the quick and systematic pattern. Research is the soul of higher education and of progress in modern society. Research must be a culture in institutes of higher learning to make India globally competitive. Research reminds us immediately of an analytical and dedicated mind, a global outlook, scientific discipline and intellectual curiosity. Most of the researches have primarily been of academic nature and rarely attempts have been made to conduct studies having policy implications.

India is striving hard to emerge as developed nation by 2020 and education has to play an important role in producing global competitive manpower. Economic sustainability of any nation depends on education. Today's competitive world demands good quality education. It means good campus life, academic environment, support services and infrastructure, journals and reference materials, updating e-books etc. Quality is primarily the responsibility of higher education itself. Research is one of the major components of higher education. In many countries, the universities are regularly assessed for their quality of research output.

**Quality Research:** Quality means 'degree of excellence of a thing' (Oxford Illustrated Ford Dictionary: 2007). The quality of any product can be measured and compared with other product. But it is difficult to measure the quality of education, as it is service. Quality is a multiple concept in higher education. It embraces the quality of input such as students, faculty members, the infrastructure and the teaching-learning process including extra-curricular activities etc., and the quality of output, in terms of students who obtained their degrees. But quality of all these input and output components of higher education depends upon quality of research being done in the field of higher education relating to its input and output components. A research providing solutions to the

problems contributing in the domain of knowledge is called quality research (Gupta: 2009).

Teaching is the most challenging profession. The classroom poses new challenges to a teacher and is affected by a number of factors related to students, teachers, content, resources, learning environment etc. which interact among themselves to determine the student learning. Only research can provide laudable support in formulation of policies related to education, generate new knowledge, solve the problems and facilitate decision-making in educational processes and thereby improve quality of education (Tuli : 2011).

### **Present Scenario of Research in Education:**

The quality of research in Indian universities is going down day-by-day barring a few exceptions. Yet there seems to be a growing concern among academicians about the quality of research that takes place in Indian universities. It seems that the rapid exploding, escalating number of doctoral theses granted by universities in a year is not indicative of the quality of work. Researches in universities tend to be confined within the safe walls of respective disciplines. An interdisciplinary approach is rarely followed. Also, researches in education are now becoming isolated and often kept secret. No research proposed or report is presented before a group of experts for critical evaluation. There are very few agencies offering grants for research project in education. Many of the researchers get discouraged by the formalities and procedures. Even research fellowship didn't serve the purpose of quality. Educational research is often undertaken for the sake of degree and not with a goal to make a significant discovery.

### **Brief reviews of related literature:**

A number of research studies are available on different aspects of educational research in India. But there is not found a single study that focuses on factors affecting the quality of research in education. However some of the relevant search studies conducted by different researchers as mentioned below: Sridevi (2008) conducted study on Attitude of M.Ed. students towards research, she found majority of students (92%) were to have favorable attitude towards research. Wakode (2009) conducted study on an evaluation of Ph.D. theses submitted in education. He found that objectives of the studies were correctly stated in 95% of the theses; the statistical analysis used included mean, mode, median, skewness, percentage, chi-square ratio, t-value, pearson product moment correlation, ANOVA were used wherever required and 10% of the theses results were misinterpreted. Tuli (2011) conducted study on 'research at crossroads: a

critique of master's level research in education with the objectives: to analyze the dissertations submitted by the students. He found relevant literature be quite inadequate in case of 50% of the dissertation; all dissertations except two used quantitative research design. Khamkar (2011) has undertaken study on doctoral theses in education 2005-2008 with the objective to identify areas of educational research. She found that educational psychology subject is the only broad subject area. An analysis of educational researchers indicates that most of the research has primarily been of academic nature and rarely attempts have been made to conduct studies having policy implications.

There is a need for more comprehensive and sophisticated research and better dissemination of the results so that they can be used later on for the improvement in education. In this context, with these brief reviews of literature, investigator undertaken an empirical research on, "Research Trends in Teacher Education". In this study, the investigator has specifically focused on the factors affecting quality of research in teacher education and present educational research trends in Vidarbha region of Maharashtra.

**Objectives of the study:** This study was undertaken with the following objectives in view:

- i. To identify the factors affecting quality of research in teacher education.
- ii. To compare the opinion of male and female researchers towards the factors related to research like: a) infrastructure facilities; b) financial support; c) evaluation of thesis; d) motivational force; and e) research ethics.

**Hypothesis:** Keeping in view the objectives of the study, the following hypothesis formulated for the present study:

H<sub>0</sub>: It was hypothesized that there is no significant difference between the opinion of male and female researchers towards the factors related to research like: a) infrastructure facilities; b) financial support; c) evaluation of theses; d) motivational force; and e) research ethics.

**Methodology:**

Survey method was adopted. The data required for the present study were collected by means of interview schedule and attitude scale. Attitude scale was developed by the investigator using Likert's Summative techniques. The items of attitude scale were based on the factors like: a) infrastructure facilities; b) financial support; c) evaluation of thesis; d) motivational force; and e) research ethics. A purposive sampling

method was used for selection of sample in this study. The sample for the study comprised of 80 male and female researchers having Ph.D. degree from the institutes of Vidarbha region in Maharashtra.

**Data Analysis:** The statistical techniques like percentage and t-test were used to analyze the data.

**Table: 01**

**Comparison of factors affecting quality of educational research**

Factors affecting quality of educational research	Sample	Number N	Mean M	Standard Deviation SD	t-value	Significant
Infrastructure facilities	Male Researchers	40	78.62	6.06	0.49	NS
	Female Researchers	40	77.12	5.98		
Financial support	Male Researchers	40	74.87	7.66	1.24	NS
	Female Researchers	40	70.25	9.37		
Evaluation of thesis	Male Researchers	40	80.75	10.84	2.52	S*
	Female Researchers	40	67.25	10.48		
Motivational force	Male Researchers	40	80.12	12.80	0.25	NS
	Female Researchers	40	78.50	12.91		
Research ethics	Male Researchers	40	88.75	4.92	2.94	S**
	Female Researchers	40	80.75	5.89		

**Ref:** The facts and figures in the above table is based on the field data collected.

**NS**-Not significant, **S\*** - Significant at 0.05 level & **S\*\*** - Significant at 0.01 level.

Above table reveals that there is significant difference between the opinion of male and female researchers towards the factors namely evaluation of thesis and research ethics; whereas there is no significant difference between the opinion of male and female researchers towards the factors namely infrastructure facilities; financial support; and motivational force. Hence the hypothesis is rejected for the two factors namely evaluation of thesis and research ethics; whereas it is accepted for the three factors namely infrastructure facilities; financial support; and motivational force.

**Conclusion and Suggestions:**

On the basis of the results drawn and discussion with the researchers, the following conclusions and suggestions are made:

1. The study reveals that there is significant difference between the opinion of male and female researchers towards the factors namely evaluation of thesis and research ethics; whereas there is no significant difference between the opinion of male and female researchers towards the factors namely infrastructure facilities; financial support; and motivational force.
2. **Finance Support:** Research has been recognized as an important activity of a teacher. The universities need to have their own strategies to overcome the present financial constraints involved in carrying out researches at Post Graduate and Ph.D. levels. A consistent effort can be made to build up substantial research funds received from government, alumni etc. At the same time, faculty members should be encouraged to undertake research projects funded by different agencies like DEC, UGC, ICSSR, NCERT, NCTE and different NGO's.
3. **Infrastructure:** The libraries are in many cases ill equipped to meet the requirements of research. Therefore institution should subscribe maximum number of journals having high impact factors. Networking of libraries in a region is to be attempted. A lot of information about reviews of related literature can be obtained and repetitions will be avoided through this kind of networking system.
4. **Research Ethics:** Most of the research conducted in universities seems to be of poor quality. Students should be encouraged to take up research with a long-term commitment rather than a stopgap arrangement with research ethics. Ethics involves judgments regarding good and bad, right and wrong. The ethical backgrounds of the research supervisor and researcher have a strong bearing on the quality of the research. Researcher should possess integrity, honesty, sincerity and perseverance. Researcher must possess the spirit of originality.
5. **Motivational force:** Although there is provision as per sixth pay for the UGC to encourage research activities by giving 3-5 increments to the teachers obtaining Ph.D. while working in different departments of the institutes or before joining the service, there must be workshops on various aspects of research at regular intervals to update knowledge of researchers and supervisors both. There should be provision of research scholarship for meritorious students at institute level.
6. **Implications:** Implications implies a conscious decision to take up the research findings and suggestions are being actively applied to educational policy. As most of the researches are undertaken with personal initiatives with little emphasis on local need, the implications of such studies are limited and thus the findings and

suggestions are not being implemented in a consolidated manner. Hence the valuable time and resources of funds go waste at the cost of other developmental works of the nation.

7. **Evaluation of thesis:** Present prevalent peer team evaluation system of Ph.D. thesis is a serious cause for degradation of the research work. Coding system should be used in thesis evaluation for ensuring the fair evaluation of the thesis followed by open defense viva-voce. The evaluation perform for evaluating a research thesis should be developed at university level.

Research is the most effective instrument for ensuring quality in education. It is justifiably hoped that quality of research would substantially be improved in the whole country in general and the sample in particular.

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