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Research Interest of Novice Teacher Educators: A study

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Abstract:

This research is intended to study the Research Interest of novice teacher educators. The objectives of the study were to study the Research Interest of novice teacher educators, to compare Research Interest of male and female novice teacher educators, to compare Research Interest of rural and urban novice teacher educators, to compare Research Interest of novice teacher educators from science and non science faculty and to compare Research Interest of novice teacher educators from Marathi and English medium.

The null hypotheses for this study were, there will be no significant difference in the Research Interest of male and female novice teacher educators, there will be no significant difference in Research Interest of rural and urban novice teacher educators, there will be no significant difference the Research Interest of novice teacher educators from science and non science faculty and there will be no significant difference in the Research Interest of novice teacher educators from Marathi and English medium. The population was the novice teacher educators, while the sample includes 100 novice teacher educators from four Post Graduate Colleges of Education in Pune city. The tool for collection was Research Interest Inventory developed by the researcher. The data were analysed with the help of the statistical tools like Mean, Standard Deviation and t-test.

The conclusions are the Research Interest of novice teacher educators was high, the Research Interest of male and female novice

teacher educators was similar, the Research Interest of rural and urban novice teacher educators was also same, The Research Interest of science and non science faculty novice teacher educators was alike and the Research Interest of Marathi medium and English medium novice teacher educators was high and similar.

Keywords: *Research Interest, Novice Teacher Educators.*

INTRODUCTION

In this era of Information and Communication Technology research and development has become important device for progress of the world. It changed the life style of the people in the society. Research provides new openings in all the fields like automobile, medicine, agriculture, space, education and business. To develop understanding about research is the important objectives of Post Graduate teacher education. Thus, research became a part of the syllabus where in, the novice teacher educators are expected to prepare research proposal and implement the same. In this Post Graduate Programme of Education Dissertation is made a compulsory component by Pune University.

Research means investigating ideas and uncovering useful knowledge. It is personally rewarding and socially beneficial. *Research* is the systematic process of collecting and analyzing information to increase our understanding of the phenomenon under study. Educational research plays an important role in exploring problems associated with education and as a consequence it improves Teaching and Learning. Educational research is conducted to provide trustworthy information regarding educational problems and their solutions. There are many approaches to educational research shaped by different research paradigms. The various research paradigms have different criteria for ontology and epistemology to maintain quality standards. The ontology and epistemology of a research paradigm influence researchers applying the quality standards, methodology and methods. The characteristics of educational research are part of its nature. There are ten characteristics of educational research which can be grouped into three main categories; the purpose of research, the procedures of research, and the role of researcher. The purposes of research are to solve the problems, investigate knowledge, and establish principles in educational phenomena. In short, this category focuses on solving problems and developing

knowledge. The procedure of educational research involves collecting or generating data with accurate observation, objective interpretation, and verification. It also involves “carefully designed procedures and rigorous analysis.” Finally, the role of researchers is to be experts in their field of study, using research data to develop solutions and increase knowledge. It is also essential for researchers to be patient and careful to use every step of research’s procedures to achieve the purpose of research.

1. NEED OF THE STUDY

Research work is a compulsory activity at post graduate level. The novice teacher educators have to undertake a short research and complete it in the stipulated period as a part of the syllabus. If we the novice teacher educators have interest in the research then he or she learn the content of the research methodology critically and sincerely, select the proper problem, methodology, tools, statistical techniques and complete the research work honestly. The novice teacher educator also writes the research report appropriately. Thus their research will be the best and quality research work. From these novice teacher educators we will get tomorrows’ Educationists, Educational Managers and Educational Researchers. As the researcher is teacher educator and guiding the novice teacher educators for their research since last seven years. He observed that the quality of research work of the novice teacher educators with research interest is better than the novice teacher educators with less interest in research. Therefore the researcher decided to study the research interest of novice teacher educators.

2. STATEMENT OF THE PROBLEM

To study the Research Interest of Novice Teacher Educators

3. OPERATIONAL DEFINITIONS

1. Research Interest:

The liking of the individual to learn research content, participate and involve in research work is known as research interest.

2. Novice Teacher Educators:

The students studying in the Post graduate Colleges of Education and pursuing the Master of Education (M.Ed.) degree are the Novice Teacher Educators.

4. OBJECTIVES OF THE STUDY

1. To measure the Research Interest of Novice Teacher Educators.
2. To compare the Research Interest of male and female Novice Teacher Educators.
3. To compare the Research Interest of rural and urban Novice Teacher Educators.
4. To compare the Research Interest of science and non science faculty Novice Teacher Educators.
5. To compare the Research Interest of Novice Teacher Educators from Marathi medium and English medium.

5. ASSUMPTIONS

This study was based on the following assumptions:

1. The Research Interest of novice teacher educators plays important role in the quality of research in education.
2. The Research Interest of teacher educators plays important role in the development and quality education.
3. The Research Interest can be measured by the Interest Inventory.

6. HYPOTHESES

Research Hypotheses: In present study following research hypotheses have been formulated.

1. There will be difference in the Research Interest of male and female Novice Teacher Educators.
2. There will be difference in the Research Interest of rural and urban Novice Teacher Educators.
3. There will be difference in the Research Interest of science and non science faculty Novice Teacher Educators.
4. There will be difference in the Research Interest of Novice Teacher Educators from Marathi medium and English medium.

Null Hypotheses:Following null hypotheses have been formulated and subsequently tested in this study.

1. There will be no significant difference in the Research Interest of male and female Novice Teacher Educators.
2. There will be no significant difference in the Research Interest of rural and urban Novice Teacher Educators.
3. There will be no significant difference in the Research Interest of science and non science faculty Novice Teacher Educators.
4. There will be no significant difference in the Research Interest of Novice Teacher Educators from Marathi medium and English medium.

7. RESEARCH METHODOLOGY

8.1 Method of Research

In the present research work, descriptive method of research was used to study the novice teacher educators' present status about their Research Interest. **Survey method** was used for this study.

8.2 Population and Sample

The population was the novice teacher educators from the Post Graduate Colleges of Education. The study made use of a representative sample of 100 novice teacher educators from four Post Graduate Colleges of Education in Pune city. The simple random sampling technique was used for the selection of Colleges while incidental method was used for the selection of the novice teacher educators. The sample was divided in to four sub sample groups. The group wise distribution of the sub sample is given in the table.

Table 1

Groups of the novice teacher educators in the sample

Sr. No.	Group	Sub sample	N	Total
1	Gender	Male	25	100
		Female	75	
2	Locale	Rural	36	100
		Urban	64	
3	Faculty	Science	29	100
		Non- science	71	
4	Medium	Marathi	72	100
		English	28	

8.3 Tool for Data collection

The Research Interest of the novice teacher educators was measured by using the researcher made Research Interest Inventory (RII). It is an Interest Inventory

consisting 50statement.Out of these 26 statements are positive while 24 statements are negative. This Research Interest Inventory is of maximum 100scores. The score limits for deciding the Research Interest of the novice teachereducators.

Table 2

Score limit and Research Interest of the novice teacher educators

Sr. No.	Scores	Research Interest
1.	90and above	Very High Interest
2.	80- 89	High Interest
3.	70-79	Above Average Interest
4.	60-69	Average Interest
5.	50-59	Below Average Interest
6.	40-49	Low Interest
7.	39 and below	Very Low Interest

8. SCOPE, LIMITATIONS AND DELIMITATIONS

9.1 Scope :In this study the researchersdecided to find the Research Interestof the novice teacher educators. Thus it is related to the Research Interestof the novice teacher educators from Colleges of Education.

9.2Limitation :The conclusions of this study are dependent on the responses given by the novice teacher educators to the Research InterestTest.

9.3Delimitations: The study has been delimited to the following aspects only

1. The Post Graduate Colleges of Education affiliated to the Pune University, Pune were considered for this study.

2. The study was limited to the Post Graduate Colleges of Education in Pune city only.
3. This work was delimited to the novice teacher educators' Research Interest only.
4. Research Interest Test was developed by the researcher.
5. This study is delimited to the novice teacher educators sample drawn from the four Post Graduate Colleges of Education only.

9. PROCEDURE

The Research Interest Inventory was administered on the novice teacher educators from four Post Graduate Colleges of Education from Pune city. This test was administered in a group situation under standard conditions. Thus the responses were collected, each Inventory was evaluated according to the scoring key and the total score on Research Interest Inventory was found out. The data obtained were subjected to appropriate statistical techniques and interpreted accordingly.

10. DATA ANALYSIS

The mean and standard deviation for the total sample and relevant sub sample based on gender, locale, faculty and medium of instruction were computed. The mean and Research Interest of all novice teacher educators and sub sample is given in the table.

Table 3

The means and Research Interest of the sample and sub samples

Sr.No.	Group	Subsample	N	Mean	Research Interest
1.	Total sample	All	100	85.22	High
2.	Gender	Male	25	82.12	High

		Female	75	86.25	High
3.	Locale	Rural	36	82.25	High
		Urban	64	86.89	High
4.	Faculty	Science	29	89.31	High
		Non- science	71	83.55	High
5.	Medium	Marathi	72	84.92	High
		English	28	86.00	High

From the Table 3, the mean of the Research InterestInventory scores of the all novice teacher educators was 85.22; therefore their Research Interest is high.

The Research Interest of all novice teacher educators is high irrespective of the gender, locale, faculty and medium of instruction.

- **TESTING THE HYPOTHESES**

Four null hypotheses were stated and tested by using t test to compare two means. The Mean, Standard deviation and t-value of Research Interest scores of novice teacher educators is given in table.

Table 4

Mean Standard deviation and t-value of Research Interest Scores

Hypothesis	Novice teacher	N	Mean	S D	t-value calculated	Null Hypothesis*
Hypothesis No. 1	Male	25	82.12	15.83	0.2398	Accepted
	Female	75	86.25	11.94		
Hypothesis No. 2	Rural	36	82.25	15.79	0.1241	Accepted
	Urban	64	86.89	11.03		
Hypothesis	Science	29	89.31	12.04	0.0391	Accepted

No. 3	Non- science	71	83.55	13.17		
Hypothesis No. 4	Marathi	72	84.92	13.68	0.6904	Accepted
	English	28	86.00	11.50		

* *t*- value from Table at 0.05 level is 1.960

From the Table 4 it can be seen that there is no significant difference in the mean scores of Research Interest possessed by male and female novice teacher educators, Rural and urban novice teacher educators, Science and non-science novice teacher educators as well as Marathi medium and English medium novice teacher educators. Therefore the null hypothesis No. 1, hypothesis No. 2, hypothesis No. 3 and hypothesis No. 4 are accepted. As the *t*- value is not significant, it can be said that the very little difference that exists may be due to sampling error.

11. CONCLUSIONS

On the basis of data obtained, its analysis and interpretation the following are the conclusions of the study:

1. The Research Interest of novice teacher educators was high.
2. The Research Interest of male and female novice teacher educators was high and similar.
3. The Research Interest of rural and urban novice teacher educators was also high and same.
4. The Research Interest of novice teacher educators from science and non science faculty was high and alike.
5. The Research Interest of novice teacher educators from Marathi medium and English medium was also high and similar.

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