

A STUDY ON ATTITUDE TOWARDS RESEARCH AND EXTENSION OF HIGHER EDUCATIONAL INSTITUTION TEACHERS IN SALEM DISTRICT

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Abstract: A study was conducted to investigate the relationship between attitude towards research and extension of higher educational institution teachers. Current study included the categorical variables gender, locality and type of institutions. Scale for Assessing Research Attitude of Teachers and Teachers Extension Activity Assessing Questionnaire was constructed by the investigator and standardized by the eminent experts. Each questionnaire contains 10 items totally 20 items. Cronbach's Alpha value of the SARAT was 0.788. and TEAAQ was 0.891. Normative survey method was adopted. Totally 100 higher educational institution teachers were selected randomly from the higher educational institution teachers in Salem district. The inferential statistics were employed in this study. Results showed that Male and female higher educational institution teachers, rural and urban higher educational institution teachers do not differ in their attitude towards research in the dimensions attitude towards research and the difficulty of research.

Keywords: Attitude towards research, Extension, Higher education teachers and Higher educational institutions.

INTRODUCTION

Research is a concept that practitioners, managers, and policy makers respect. But more importantly, research is an academic activity by education professionals who continuously advocate learning, finding out things, analyzing information, adapting behavior, improving modern demand of educational standards and quality teaching. Despite busy teaching, job-related duties, and classroom management - conduct of research is a must for teachers in facing new and more challenges and toward becoming better practitioners. The dilemma is the teacher's right attitude in conducting research.

Extension is from the Latin root 'Tensio' meaning 'stretching' 'Ex' meaning 'out' or 'stretching out' (Reddy, 1991). The word extension means enlargement, prolongation, additional part, etc. The extension in the educational context will, therefore, mean reaching out to a wider clientele through a process of extending knowledge, beyond the four walls of the university.

REVIEW OF LITERATURE

Alyami, Huda, Assiri, and Eman (2018) investigated about an invisible web and academic research. It was concluded that the participants agreed on the role of the invisible web in improving academic research, with an arithmetic means of 3.91. They also agreed on the obstacles of using invisible web for the improvement of academic research, with an arithmetic means of 4.107.

Kartal, et.al, (2017) evaluated the regression level of prospective teachers' metacognitive skills in terms of their community service activities perceptions. Research findings revealed that the teachers' participation in community service activities was being effective for the development of cognitive skills and higher-level thinking processes; in this regard, as it contributes the teachers' development of the responsibility for their own learning, it has positively contributed that the more their necessary skills increased, the more positive attitude toward student the teachers have.

OBJECTIVES

- * To study the attitude towards research and extension between higher educational institution teachers.
- * To know the gender difference in attitude towards research and extension among higher educational institution teachers.
- * To assess the locality difference in attitude towards research and extension among higher educational institution teachers.

HYPOTHESES

- * There is no significant difference in attitude towards research of higher educational institution teachers' based on select subsamples.
- * There is no significant difference in extension of higher educational institution teachers' based on select subsamples.

RESEARCH METHODOLOGY

Inferential research design is used for this study. The investigator used Questionnaire to collect the data for the respondents. The respondent for the study were sampled by Stratified Random Sampling from the total population consisting of the higher educational institution teachers. The Sampling frame covered was Salem District.

The researcher has selected 1 Government College and 2 private institutions in the Salem city for this survey. Data was collected from 100 higher educational institution teachers of arts and science and education colleges in Salem district. The 't' test and 'F' test were used by the investigator for the analysis using SPSS 2.0 version.

TOOLS USED

Both the tools were constructed by the investigator. Scale for Assessing Research Attitude of Teachers (SARAT), It is a five point scale consisting 10 items. Cronbach's Alpha value of the SARAT was 0.788. Teachers Extension Activity Assessing Questionnaire (TEEAQ) used for the current study. . It is a five point scale consisting 10 items. Cronbach's Alpha value of the TEEAQ was 0.891. Hence both the tools were highly reliable one.

SAMPLE OF THE STUDY

Samples of 100 higher educational institution teachers were selected for the present study by adopting stratified random sampling technique.

STATISTICAL ANALYSIS

The mean scores and Standard Deviation of each category of data were found out. Then t- test was employed to test the hypothesis at 0.05% level of significance.

DIFFERENTIAL ANALYSIS

DATA ANALYSIS

TABLE-1 SHOWING THE MEAN DIFFERENCES OF HIGHER EDUCATIONAL INSTITUTION TEACHERS IN ATTITUDE TOWARDS RESEARCH

Variable		RA		DR	
Gender	N	M	SD	M	SD
Male	22	21.77	2.159	12.09	3.407
Female	78	21.00	2.928	12.94	3.982
't' value		1.362 (NS)		0.988 (NS)	
Locality					
Rural	63	21.59	2.387	12.68	4.211
Urban	37	20.46	3.271	12.86	3.233
't' value		1.831 (NS)		0.243 (NS)	

NS- Not Significant

From the table it is inferred that the calculated 't' value are less than the table value at 0.05% level. Hence the formulated hypothesis is accepted.

Conclusion

Male and female higher educational institution teachers, rural and urban higher educational institution teachers do not differ in their attitude towards research in the dimensions attitude towards research and the difficulty of research.

TABLE-2 SHOWING THE MEAN DIFFERENCES OF HIGHER EDUCATIONAL INSTITUTION TEACHERS IN EXTENSION

Variable		RA		DR	
Gender	N	M	SD	M	SD
Male	22	21.09	2.091	21.69	2.451
Female	78	21.69	2.451	19.86	3.075
't' value		1.145 (NS)		1.507 (NS)	
Locality					
Rural	63	22.02	2.060	21.21	2.616
Urban	37	20.78	2.699	19.89	3.160
't' value		2.397 (S)		2.136 (S)	

NS- Not Significant

From the table it is inferred that the calculated 't' value are less than the table value at 0.05% level. Hence the formulated hypothesis is accepted.

Conclusion

Male and female higher educational institution teachers, rural and urban higher educational institution teachers do not differ in their attitude towards research in the career counseling cell and community services.

TABLE-3 SHOWING THE F VALUES OF HIGHER EDUCATIONAL INSTITUTION TEACHERS BASED ON TYPES OF INSTITUTION

DIMENSIONS	SOURCES	SS	df	MSS	'F' VALUE	At 0.05 level
RA	Between groups	58.042	2	29.021	3.964	S
	Within groups	710.068	97	7.320		
	Total	768.110	99			
DR	Between groups	8.031	2	4.016	0.265	NS
	Within groups	1468.719	97	15.141		
	Total	1476.750	99			

S- Significant NS-Not Significant

RA- Research Attitude DR- Difficulty of Research

From the table it is inferred that the calculated F value are less than the table value at 0.05% level in one case. Hence the formulated hypothesis is accepted in one case.

Conclusion

Based on types of institution higher educational institution teachers do not differ in their attitude towards research in the dimension difficulty of research but they differ in the dimension research attitude.

TABLE-4 SHOWING THE F VALUES OF HIGHER EDUCATIONAL INSTITUTION TEACHERS EXTENSION BASED ON TYPES OF INSTITUTION

DIMENSIONS	SOURCES	SS	df	MSS	'F' VALUE	At 0.05 level
CCC	Between groups	32.435	2	16.218	2.978	NS
	Within groups	528.205	97	5.445		
	Total	560.640	99			
CS	Between groups	40.658	2	20.329	2.517	NS
	Within groups	783.502	97	8.077		
	Total	824.160	99			

NS- Not Significant

CCC- Career counseling cell CS- Community Services

From the table it is inferred that the calculated F value are less than the table value at 0.05% level. Hence the formulated hypothesis is accepted.

Conclusion

Based on the types of institutions higher educational institution teachers do not differ in their extension in the dimensions career counseling cell and community services.

MAJOR FINDINGS OF THE STUDY

- * Male and female higher educational institution teachers, rural and urban higher educational institution teachers do not differ in their attitude towards research in the dimensions attitude towards research and the difficulty of research.
- * Male and female higher educational institution teachers do not differ in their extension in both dimensions, rural and urban higher educational institution teachers differ in their extension in the dimensions career counseling cell and community services.
- * Based on types of institution higher educational institution teachers do not differ in their attitude towards research in the dimension difficulty of research but they differ in the dimension research attitude.
- * Based on the types of institutions higher educational institution teachers do not differ in their extension in the dimensions career counseling cell and community services.

CONCLUSION

Findings evidently reveals that male and female higher educational institution teachers' rural and urban higher educational institution teachers significantly do not differ in their attitude towards research in the dimension difficulty of research but they significantly differ in the dimension research attitude.

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