



A STUDY ON RESEARCH INSIGHT OF M.Ed. STUDENTS

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ABSTRACTS

One of the fundamental principles according to NPE 2020, which will guide the educational institutions, is the excellent research, continuous review of progress based on sustained research and regular assessment by educational experts. Developing research insights amongst teachers thus need to be core concept for all HEIs. Research insight is the ability to determine the true nature of a situation, follow appropriate research design, provide a fresh perspective, reveal hidden truths based on findings and offer sustainable suggestions. Teachers at HEIs need to have knowledge of each component of the research process, as proposed by Gay, Mills & Airasian (2012). Initial research abilities develop during PG courses which further strengthen at Doctorate level. Based on their personal experience of PG dissertations study of ten M.Ed dissertations of Education faculties of Gujarat, authors have tried to find strength and weakness of the research design and research process. This paper is an attempt to discuss these key components that will develop necessary research insights amongst teachers and scholars. It also describes that to make the research insight actionable, the teachers and scholars need to answer few very basic questions like: what is happening? Why is it happening? HOW??? What, why and How of Research.



KEY WORDS : excellent research, New Education Policy, 2020 developing research insights, component of research process, actionable research insight.

1.1 EDUCATIONAL RESEARCH

Educational research is the scientific study that examines:

- Education and learning processes
- human attributes & interactions
- organizations, and institutions that shape educational outcomes.
- It embraces full spectrum of rigorous methods appropriate to the questions being asked
- It drives the development of new tools and methods

1.2 RESEARCH INSIGHT

For landmark growth, the HEIs needs to be guided by excellent research, continuous review of progress based on sustained research & regular assessment (NPE 2020).

Developing research insights amongst teachers thus need to be one of the core concepts.

Research insight is the ability to determine the true nature of a situation, follow appropriate research design, provide a fresh perspective, reveal hidden truths based on findings and offer sustainable suggestions.

1.3 CRITERIA TO FOLLOW TO DEVELOP RESEARCH INSIGHT PROPOSED BY GAY, MILLS & AIRASIAN (2012):

To develop research insight, researcher need to follow basic criteria as:

Introduction

1. Problem

- Does the problem indicate a particular focus of study?
- can it be investigated by collecting and analysing data?
- Does it have educational significance?
- Does the problem statement indicate the variables of interest and the specific relations among the variables?
- Does the researcher have the knowledge and skill to carry out the research?

2. Review of Related Literature

- Is the review comprehensive?
- Is the review well organized?
- have the references been analysed and critiqued and the results of various studies compared?
- Is the relevance of each reference explained?
- Does the review conclude with a summary and its implications for the problem under study?
- Are most of the source's primary (i.e., are there only a few or no secondary sources)?
- Are references cited completely and accurately?

3. Hypotheses

- Are specific research questions listed or specific hypotheses stated?
- Is each hypothesis testable?
- Does each hypothesis state an expected relation or difference?
- If necessary, are variables directly or operationally defined?

4. Methodology

- Are the size and major characteristics of the population described?
- is the method of selecting the sample clearly described?
- Are the size and major characteristics of the sample described?
- If the study is quantitative, does the sample size meet the suggested guidelines for the minimum sample size appropriate for the method of research represented?

5. Tools / instruments

- Do instruments and their administration meet guidelines for protecting human subjects? Were needed permissions obtained? Ethical requirements
- Are the instruments appropriate for measuring the intended variables?
- Is the rationale given for the selection of the instruments (or measurements) used?
- Are the purpose, content, validity, and reliability of each instrument described?

6. Design and Procedure

- Are the design and procedures appropriate?
- Are the procedures described in sufficient detail to permit replication by another researcher?
- Do procedures logically relate to one another?
- Were instruments and procedures applied correctly?

- If a pilot study was conducted, are its execution and results described? Is the effect on the subsequent study explained?
- Does the researcher discuss or account for any potentially confounding variable that he or she was unable to control?

7. Results

- Are appropriate descriptive statistics presented?
- Are the tests of significance appropriate, given the hypotheses and design of the study?
- If parametric tests were used, is there evidence that the researcher avoided violating the required assumptions for parametric tests?
- Was the probability level at which the tests of significance were evaluated specified in advance of the data analyses? Was every hypothesis tested?
- Are the tests of significance interpreted using the appropriate degrees of freedom?
- Are the tables and figures (if any) well organized and easy to understand and well described in the text?

8. Discussion (Conclusions and Recommendations)

- Is each result discussed in terms of the original hypothesis or topic to which it relates?
- Are generalizations consistent with the results?
- Are theoretical and practical implications of the findings discussed?
- Are the possible effects of uncontrolled variables on the results discussed?
- Are recommendations for future action made?
- Are the suggestions for future action based on practical significance or on statistical significance only (i.e., has the author avoided confusing practical and statistical significance)?

OBJECTIVES FOR THE STUDY

1. To study and list out the criteria of research evaluation given by GAY, MILLS & AIRASIAN (2012).
2. To evaluate M.Ed. dissertation of the students of an institution of S. P. University.
3. To give the suggestions for the improvement of M.Ed. research work.

Explanation of the term

1. Evaluation: for the present study, evaluation of the research work means planning, chaptalization, methodology, writings of findings, and referencing style used for M.Ed. dissertation.

DELIMITATION FOR THE STUDY

1. The present study was limited to the M.Ed. students of an institute of S. P. University.
2. The present study was limited to the year 2019-2020 only.

POPULATION FOR THE STUDY

All the M.Ed. researcher of Sardar Patel University were considered as a population for the present study.

SAMPLE FOR THE STUDY

The authors made an in-depth study of 10 M.Ed. Dissertations with an objective to find out which criterion are followed by researchers and to what extent.

TOOLS FOR THE STUDY

The investigators have developed an observation sheet using criteria given by **GAY, MILLS & AIRASIAN (2012)**.

DATA COLLECTION AND DATA ANALYSIS TECHNIQUE

Data were collected personally visiting library of an institution.
data were analysed using frequency and percentage.

2.0 MAJOR FINDINGS

Out of 10 Dissertations studied, it was observed that

- In writing of introduction and significance of the study--- statement generalization, lack of research support and sources were found in eight studies (80%).
- Explanation of the terms and/or operational definition of the terms were not given correctly in most of the studies.
- Wrong methods of analysis were found in few studies.
- Out of 10, statement generalization, lack of research support and sources were found in eight studies. (80%).
- Research methodological mistakes were found in five (50%) studies from out of 10.
- Discussion of findings were not written in majority studies (80%).
- References were not written in APA in all (100%) studies.

3.0 SUGGESTIONS

Researchers need:

- To answer few basic questions like: What is happening? Why is it happening? How is it happening? (What, why and how of Research);
- To study L.R. Gay or Creswell or Best & Kuhn or other prominent authors and follow strictly the criterion suggested by them;
- To give enough time before finalizing the problem statement (Title of the research) since research design is based on it;
- To read /review/ analyse and assess other research works in depth;
- To actively participate in research conferences and talks/ presentations;
- Just writing a Caption/ title/ sub titles is not enough; they need to be sensitive towards scientific writings of the text under that caption;
- In RLL researcher have to be careful about chronological of writing reviews, clubbing of findings of past reviews, identify the research gaps, identify the research trends and relate to their own study;
- To present their research works at regular intervals amongst senior scholars and staff (researchers forum);
- To accept and incorporate worthy suggestions /comments/feedbacks to strengthen the research work;
- To write research-based articles in scholarly journals;
Incorporating these suggestions teachers and scholars can make research insight actionable (implement it).

4.0 CONCLUSION

Research insight is very essential while conducting research. Starting from selecting an area to writing a thesis, the researcher should have clear and deep understanding of each and every step of research. Then only the findings of the research work can be applicable for developing a theory or generating something new. The researcher should focus on why-when-what-where in conducting research.

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Abbreviations:

- HEIs= Higher Education Institutions, NPE= National Policy of Education 2020
- M.Ed= Masters in Education