Research Article

Need of Online Workshops for Research Methodology: Perception study of Indian Ph.D. Research Scholars

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Abstract

Main Objective of this study is to know the perception of Indian Research Scholars toward need of online workshops for research methodology. Total 25 research scholars surveyed for this study through online survey. Questionnaire was formed in Google form and sent to the research Scholar through Email. 5 research scholars from each region of the country (east, west, north, south and central) were took as sample for this study. Study reveals that most of the scholars think that online workshop can be better than traditional workshops for research methodology. Research Scholars thinks that they feel difficulty to find content online related to their research. They suggest that research scholars must empower with internet facility to do quality research.

Keywords: Online Workshops, Indian Research, Ph.D. Scholars, Research Methodology

Introduction

Research is a scientific process and requires training and guidance. It is often argued that the research environment in Indian universities is not like the developed countries. One of the reasons for this is that in the Indian universities Ph.D. researchers do not find enough resources online for their research work. If they need training for their research related topics then much content in Indian context is not available online. A short-term Pre Ph.D. course of six months is conducted in every university. Various aspects of research teach in this course. But it has often been seen that even after completing this course, the researcher has to face many dilemmas for research methodology and thesis writing, which they do not have much choice to settle. Workshops on research methodology are organized by various universities. But many researchers cannot attend these workshops. There are many reasons for this, such as distance of Organizer University, higher admission fee, Selection process of Host University or Parent University's permission, etc.

Our world is changing, and in order to prepare youths for this new world we need to change the way we educate them. Technology is the biggest thing behind the changing of minds and behavior of the youths. In this century educators must create a curriculum that will help students connect with the world and understand the issues that our world faces. And they have to work for those problems which are evolving day by day.

Studying online and/or by correspondence provides the flexibility and convenience to learn outside the traditional classroom setting while meeting the same academic quality standards. Online education helps in learning distance education programme/course. Online education is done with proper planning and adjustments. Further some applications have to be followed as project. In the planning phase, we should or a student should do proper explore about the online learning, about the course, design of the course, privacy and even copyright issues. Training is provided by the respective learning system. In the application phase, students have to create their online learning materials. Finally the project which is made during the course will have everything that one have learned and created in the course.

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Is online learning effective? Are students receiving educations that represent the quality of the institutions they are attending? Just as in a traditional setting, interaction with classmates, instructors and content makes for effective online learning. Interaction is the key. "Computers are, if nothing else, interactive," says Swan. "They respond to what we input, and they provide for communication potential that is incredibly interactive."

Swan says that one extremely important element for effective education online entails facilitating active learning exercises, where students are placed in situations that require them to think and respond to course materials presented online.

Randy Garrison, Director of The Learning Commons at the University of Calgary, adds that online learning effectiveness requires that educators understand how to build online learning environments that generate meaningful discourse and encourage deep reflection, with significant opportunities for collaboration between student and faculty and student and student. He says that online courses create communities of inquiry where learning is accomplished through sustained electronic communications, often in the form of small group discussions that engage all "the dimensions for higher-order learning."

A vital aspect on any education is to ensure that students are satisfied with their educational experience. Elements of online student satisfaction are reviewed by Effective Practices Editor JoeannHumbert, Director of Online Learning at Rochester Institute of Technology.

Online learners, like customers, are satisfied when they receive responsive, timely, and personalized services and support, along with high-quality learning outcomes, says Humbert, who looks closely at how institutions can meet these demands. Student satisfaction with courses involves determining whether or not students are happy with what they learned.

Survey instruments that ask students whether or not they would take another online course or recommend online learning to their friends can be useful measurement tools in this area. In a recent RIT survey, 20 percent of first-time online learners indicated that they found out about RIT through a co-worker's recommendation. One of the best indications of student satisfaction can be found in online learning graduation and retention rates.

Faculty Satisfaction Effective Practices Editor Melody Thompson, Director of Quality and Planning for the Penn State World Campus, reports that studies show that faculty members are pleasantly surprised to find that electronic communication frequently offers "more and better interaction with individual students and groups of students, as well as among the students themselves." Other studies reveal that "faculty members appreciate the additional flexibility offered by online learning environments both for themselves and for their students." Online learning faculty also find that the experience of learning and using educational technologies not only increases teaching effectiveness online but in face-to-face classes as well. "The constant emphasis on using technology not just in research, but in teaching and learning as well, and the stress on true scholarship, especially in the use of technology, are among items that have contributed to a faculty satisfaction with academic life.

Many universities have come to appreciate that increased use of educational technology to enhance face-to-face classes, as well as for fully online courses, has become mandatory for remaining competitive. The number of students who now demand online content and tools is growing tremendously. The good news is that colleges and universities are finding ways to increase learning effectiveness, achieve lower dropout rates, decrease the use of over-crowded buildings and ultimately decrease labour costs through creative development of technology-enhanced and fully online courses.

New media also identifies important but untested assumptions that media richness theory has, to date, made about the forms of the relationships among the new media variables. The theory assumes that use-performance relationships are non-monotonic, that is, that the relationship between use and outcomes is positive when a medium's richness "fits" task requirements and negative when it does not. The theory also assumes that use-performance relationships are symmetric, that is, that the relationship between use and outcomes in different task conditions is similar but opposite for "rich media" and "lean media".

With the advent of internet, people are depending more on it for searching any matters related to any topics or any document rather on books. Before the advent of internet, students preferred books for acquiring the in depth knowledge on any topic. Also teachers and academic institutions wholly relied on books and written documents for harnessing their queries on any topic but now time has changed, internet has evolved as a new alternative of books. Internet being a fast medium of communication has transformed the hectic task of reading thick books into quick access to information in a single click. Now almost anything and everything is available on internet which is just a click away from us. E- Books, e- Journals and many more authentic source of information are available that makes reading quit easy, quick and of course interesting as illustrations are also given with the respective topics. Today it will be not wrong to say that Sites like Wikipedia, and Google, covers the whole universe.

New media is playing vital and key role for helping the students of higher education. It helps in providing appropriate information, solves the queries and also helps in interacting with others. Books are these days less preferred for collecting the facts and figures. Media is helping in changing the trend of using books for the knowledge with new media. New media is taking place of books for knowledge and information. Easily we can get all the matters just by clicking one button. Students are using net 24*7, but question arises that whether they are using it for getting study material or for another things. Sometime students get totally dependent on new media it may be called as negative aspect because it is not necessary that all the matter provided by the site is always appropriate and correct. Students should do cross check with different sites. And also check with the respective books if available.

There is a lot of usage of online medium in research. Scholars are using this medium from entrance examination to completion of the degree. This medium can be used to meet the requirements of researchers related to the research methods. In many countries online workshops are being organized on various topics. Similar efforts should be made in India too. Online workshops can be organized for the Ph.D. researchers. This study is based on perception of the Indian research scholars towards the need of online workshops for research methodology.

Research Methodology

For this study total 5 universities were selected as a sample of the Indian Universities. One university from each region and one university from Central India were selected. From these 5 universities total 25 research scholars of mass communication department were selected as a sample through stratified sampling technique. Online questionnaire was used as data collection tool. This questionnaire was sent to the respondent through email. Google form was used for questionnaire.

Review of Literature

Internet Users: Study of Manipur University Library

This study was done by Devi Th. Purnima, Y. Harojit Singh in 2009, The study has been undertaken to assess the attitude of Internet users, taking into account the use of Internet by research scholars of Manipur University library, India. The major objectives were to identify Internet is not a substitute for the library and to find out the use of internet resources by research scholars for their research work. For this purpose a well-structured questionnaire was distributed among the research scholars of three schools of Manipur University, viz. School of Science, School of Social Science and School of Humanities. Data were collected from 82 research scholars. The paper verified that research scholars were not fully satisfied with the Internet facilities provided by Manipur University library. The findings of the study also revealed useful facts about the use of Internet by research scholars. On the basis of findings, some suggestions have been made to improve the use of Internet among the Research Scholars. To utilize the resources of Internet to its maximum, it is necessary to make the Research Scholars well-versed in the surfing and browsing on the net

Internet Use by Research Scholars in University of Delhi, India

The paper seeks to examine the use of Internet among the research scholars of the Central Science Library (CSL), University of Delhi, India. The prime objective is to find out the current trends in information search through Internet by the research scholars and type of problems faced by them in their research work. Tools used for the study are questionnaire, observation and informal interview using stratified method. Content analysis is used to analyses open-ended questions. Data were collected from the 51 research scholars in the CSL, University of Delhi. The questionnaire consists of 15 main questions with many of the main questions having a number of subsidiaries. The questions are designed for the research scholars to elicit their experience with the Internet use for their research work. The study finds that Boolean logic, truncation and wildcards are the most often used search techniques, web directories, while subject gateways are least used navigational tools, and the researches are beset with the problems of inadequate computers with Internet facilities, slow Internet connection and lack of skills and training. The survey also reveals that 57 per cent of the respondents are facing retrieval problems. Some research scholars lack research techniques and training.

An Empirical Research on General Internet Usage Patterns of Undergraduate Students

As a growing trend in the world, internet-based research has become vital in one's daily life. The internet use by students has increased dramatically in recent years and also surfing the internet has become an important part of general student life. Furthermore, information technologies (IT) have greatly expanded into the field of education in last two decades. The aim of this research is to summarize the internet usage patterns of undergraduate students and to show in what density students utilize from internet sources for educational purposes. In accordance with this aim, we examined and reported their internet usage patterns and main purposes of using IT with a field survey. As a result of this research, it was aimed to state a general profile of the students reflecting their practices towards internet usage. At the same time, this study reveals that using information technologies make students not just to consume technology but also lead them to produce it. Shortly, spending long

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hours during online might be helpful for young to make some contributions to their knowledge about information technologies and unlike some people's prejudices, surfing internet is not totally waste of time for students but more or less a productive facility.

Use of Internet among Undergraduate Students From Mumbai, India

Internet has been a boon and has certainly helped to bring the world closer. It has been a great medium for students to communicate and get information. It has transformed academic landscape. At the same time many research papers have cited misuse of internet by students. Therefore, a cross sectional study has been conducted to investigate the use of internet facility among undergraduate students from Mumbai University using a validated questionnaire. A total of 150 students (75 male and 75 female) were scored using the questionnaire to determine the number of hours they spend on the use of internet and also the purpose for which they use internet. The study showed that more than 90% of students spend 2 hours or more daily surfing on internet. For 40% of the students reason for surfing is nonacademic work. Thus it is essential to orient the students on using internet for their studies for better career and life.

The New Media and Higher Education

The researcher was Richard Layard. The objective of the study was that the rest of the communications industry has already been transformed; yet so far education and higher education in particular, remains unmoved; why is it so? During research advantages came out of new media, but against these advantages critics of the new media emphasise the disadvantages of loss of direct, face-to-face contact between teacher and student; some teachers consider this to be the central element in higher education. If this is significantly reduced, they believe that the mental development of students and their motivation to learn will be seriously impaired.

Most of the media in principle permit students to study more at their own pace than is possible with instruction by living teachers. Some of them though not all can also provide the student with more immediate awareness of whether he understands what has been presented to him. The second alleged advantage of the new media derives from their ability to present the same material to many more students than can be reached by one live teacher. This means that the potential returns from additional work in preparing the material are that much higher. If as a result more preparation is done, the amount learned per student-hour will be greater. They survey on the college students was done and finally the results of their attitudes was, however what changes are desirable, and even feasible, depends not only on their effects on students' attainments but also on their attitudes. Here the evidence on television is that students prefer it to large lectures, but like it less than face-to-face teaching in small groups. However, students who have actually experienced teaching by television have more favourable attitudes to it than those who have not, and the same is true of teachers. In general, students attach more importance to the quality of teaching than to the method of teaching, and the great majority of students say they would prefer an "excellent teacher" on television to the average teacher whom they would probably encounter in the ordinary class. They also believe that they would do as well in their examinations if taught by television as they would if taught by traditional methods - a correct view, as we have seen, although teachers tend to expect them to do worse and also exaggerate the degree of student opposition to television.

Knowledge Building for Use of the Internet in Education

The name of the researcher was Charles M. Reigeluth. The objectives of the research were:1.What kind of knowledge is needed for how to use the Internet most effectively for educational purposes? 2. What kind of research is needed to generate that knowledge? 3. What role should technology play in the nature of that knowledge? The method used by the researcher, it explores the value of integrating technology into the methods we have traditionally used in education relative to harnessing technology to transform those methods into ones more focused on learners' needs. Researcher concluded that, the purpose of this research is not to critique the studies in this issue, but to stimulate a dialogue among researchers that may help to shape the direction of future research in this important area. The studies in this issue are fairly typical of much of the research that is done in the broader areas of educational technology and instructional science. It may do much to advance the field if we researchers devote some of our energies to contemplating: the kind of knowledge that is most important for us to generate, the kind of research that is most useful for generating that knowledge and the role technology should play in that knowledge base.

4Data Interpretation

For this research total 25 research scholars were surveyed through Google doc. Total 15 questions were included in the questionnaire. Data is showing various aspects regarding the perception of research scholars towards need of online workshop for their research.

Table 1.How much internet you are using daily for your research work?

Duration	Frequency	Percent
Less than 1 hour	2	8
1 to 2 hours	7	28
2 to 3 hours	7	28
More than 3 hours	9	36
Total	25	100

Above table is showing that 36 percent respondent is using internet for more than 3 hours for their research work. More than half of respondents are using internet between 1 to 3 hours. Only 8 percent Ph.D. scholars use internet less than half an hour.

Table 2.Enough content is available online related to your research topic

	Frequency	Percent
Yes	12	48
No	10	40
May Be	3	12
Total	25	100

Usually most of the research scholar complain that content related their research is not available on internet. In this study then research scholar asked that question, 48 percent scholars are responded that enough content is available online related their research topic but 40 percent scholar disagree with this statement. They face problem while searching the content related to their research topic. Some research scholars (12 percent) are not sure on this statement.

Table 3.Does your university organize any workshop on research methodology?

	Frequency	Percent
Yes	22	88
No	3	12
Total	25	100

According to this table, our universities are organizing workshops on research methodology. Total 88 percent research scholars said that their university organize workshop on research methodology. Only 12 percent research scholars said that their university does not organize any workshop on research methodology.

Table 4.Have you ever been attended any workshop on research methodology?

	Frequency	Percent
Yes	22	88
No	3	12
Total	25	100

Above table shows that most of the Ph.D. research scholars attend workshop on research methodology during their doctoral degree. Total 88 percent research scholars have been attended any workshop on research methodology, but 12 percent Ph.D. research scholars have not attended any workshop on research methodology.

Table 5.Have you ever been attended any online workshop on research methodology?

	Frequency	Percent
Yes	1	4
No	24	96
Total	25	100

When research scholars asked this question, most of the respondent denied that they have been attended any online workshop on research methodology. Only 4 percent Ph.D. research scholar have attended online workshop on research methodology.

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Table 6.Do you get enough information on time about the workshop organized by various universities?

	Frequency	Percent
Yes	7	28
No	18	72
Total	25	100

Table on 6 shows that most of the research scholars do not get information on time about the workshops organized by various universities. Total 72 percent research scholars said that they don't get such information on right time. Only 28 percent research scholars get information about these workshops on time.

Table 7.What are the main barriers in attending the research Methodology workshops?

	Frequency	Percent
Distance of Host University	6	24
Registration Fees/Budget	3	12
Selection Process	6	24
Accommodation	1	4
All of the above	9	36
Total	25	100

There are many constraints in attending workshops for research scholars. When they asked about main barriers in attending workshop, 24 percent research scholars think that distance of host university is main barrier, similarly 24 percent research scholars said selection process for these workshops is main constraint in attending workshop. Total 12 percent research scholars think that registration fees or budget is main barrier in attending workshop. Only 4 percent Ph.D. scholars replied that accommodation is main barrier in these workshops. Total 36 percent research scholars thinks that distance, fees, selection process and accommodation, these all are barriers in attending research workshop.

Table 8.In which area of research more workshops are required?

	Frequency	Percent
Data Collection Techniques	1	4
Statistical Tools	6	24
Referencing	1	4
Review of Literature	1	4
All of the above	16	64
Total	25	100

When research scholar asked that in which area research workshops are required, 24 percent Ph.D. scholars said that workshops on statistical tools are more required. Four percent research scholars think that workshop on data collection techniques is more required, same number of research scholars think that workshops on referencing are more required. Four percent research scholars said that workshop on review of literature are more important. Total 64 percent research scholars thinks that all topics are similar important and these all should cover in workshops.

Table 9.To create environment for research in the organization, scholar must be empowered with online media

	Frequency	Percent
Strongly Agree	15	60
Agree	7	28
Neutral	3	12
Total	25	100

Role of new media specially internet is increasing day by day. when research scholar asked that to create environment for research in the organization, scholar must be empowered with online media. Most of the research scholars are agreed on it. Total 60 percent research scholars strongly agreed with this statement and 28 percent research scholars agreed on it. Total 12 Percent research scholars are neutral on this. No one disagreed on this statement.

Table 10.Workshops are helpful in enhancing the knowledge of scholars about research methodology

	Frequency	Percent
Strongly Agree	19	76
Agree	5	20
Disagree	1	4
Total	25	100

Workshops are helpful in enhancing the knowledge of scholars about research methodology; on this statement most of the Ph.D. scholars are agreed. Total 76 percent research scholars are strongly agreed and 20 percent are agreed on this statement. Only 4 percent research scholars are disagreed on it.

Table 11.Online research workshops can be helpful to know the new trends in research.

	Frequency	Percent
Strongly Agree	7	28
Agree	13	52
Neutral	5	20
Total	25	100

When research scholars asked whether online research workshops can be helpful to know the new trends in research or not, most of the respondents are agreed that online research workshops can be helpful to know the new trends in research. Total 52 percent Ph.D. scholars are agreed on it and 28 percent scholars are strongly agreed. Total 20 percent research scholars are neutral on this statement.

Table 12.Online workshops can be better than traditional workshops.

	Frequency	Percent
Strongly Agree	3	12
Agree	7	28
Neutral	12	48
Disagree	3	12
Total	25	100

When research scholars give this statement, approximately half respondents are neutral. Total 28 percent scholars agree that online workshops can be better than traditional workshops and 12 percent scholars are strongly agreed on it. Only 12 percent respondents are disagreed with it.

Table 13.You got enough knowledge about research during your pre Ph.D. course work

	Frequency	Percent
Strongly Agree	1	4
Agree	9	36
Neutral	9	36
Disagree	5	20
Strongly Disagree	1	4
Total	25	100

According to UGC regulation pre Ph.D. course work is mandatory for every research scholar. When the above statement given to the research scholars 36 percent of them are agreed that they got enough knowledge about research during their pre Ph.D. course work and 4 percent are strongly agreed with this statement. Total 36 percent scholars are neutral on this statement. Total 24 percent scholars feel that they did not get enough knowledge about research during their pre Ph.D. course work. Twenty percent scholars are disagreed on above statement and 4 percent are strongly disagreed.

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Table 14.Six months pre Ph.D. course work is enough to learn research methodology

	Frequency	Percent
Agree	13	52
Neutral	6	24
Disagree	5	20
Strongly Disagree	1	4
Total	25	100

Table number 14 shows that half of the respondent feels that their pre Ph.D. is enough to learn research methodology. Total 52 percent research scholars are agreed on this statement and 24 percent are neutral. Approximately one fourth of the respondents are disagreed with statement. Total 20 percent research scholars are disagreed and 4 percent are strongly disagreed with this statement.

Table 15.Enough workshops are organizing related to your research area.

	Frequency	Percent
Strongly Agree	2	8
Agree	4	16
Neutral	5	20
Disagree	10	40
Strongly Disagree	4	16
Total	25	100

According to above table more than half respondent think that sufficient workshops are not organizing in our universities. Total 40 percent respondents are disagreed on above statement and 16 percent research scholars are strongly disagreed with the statement. Total 20 percent scholars are neutral on it. Only one fourth respondents agreed with this statement. Total 16 percent respondents are agreed on it and 8 percent scholars are strongly agreed with above statement.

Conclusions

This study indicates that according to Indian research scholars, more workshops are required on research methodology. Most of the scholars think that enough workshops on research methodology are not organizing. Research scholars feel that six months pre Ph.D. course work is enough but they think that enough knowledge regarding research methodology is not given during this course work. They have perception that workshops can be helpful to know the research methodology. Most of the research scholar has attended research methodology workshop in their university or anywhere else but think that there are some lack of information regarding the workshops that are organizing by various Universities. They also think that enough workshops are not organizing in their research field. Indian research scholar thinks that online workshop can be helpful in knowing research methodologybut most of the research scholars have no clear idea whether online workshop or traditional workshop is better. Indian research scholars are agree on that, for quality research work, research scholars must empower with internet facilities in university.

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