



# STUDENTS' ATTITUDES TOWARDS RESEARCH OF COLLEGE OF TEACHER EDUCATION: INPUT TO ACTION PLAN

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## ABSTRACT

*Attitude is one of the important concepts in understanding teachers' thought processes, classroom practices, change and learning to teach which receives considerable attention in teaching and teacher education research.*

*This paper attempts to survey students' attitude towards research in the College of Teacher Education and therefore come up with an action plan that the college may use to address the existing situation. Through random sampling, 50 students from the College of Teacher Education at Laguna State Polytechnic University Sta Cruz Main Campus were given the Revised Attitude Towards Research (R-ATR) questionnaires.*

*After this study was conducted and documented, both respondents according to their sex found research useful to them. The attitudes of the respondents towards research according to their academic year levels, the first year and second year have positive attitude towards research. On the other hand, male students are more anxious than the female respondents about research. The female students are unsure about their predisposition towards research while the male respondents have fairly positive predisposition towards research.*

**KEYWORDS:** *research, attitudes, action plan*

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## BACKGROUND OF THE STUDY

Research is the process of collecting and analyzing information to increase our understanding of the phenomenon under study (Swindoll, 2012). Research is a very important discipline that encompasses almost all other disciplines in the academe and the society. It plays a very important role in achieving deeper and wider understanding of phenomena that can contribute to national and societal goals. The development of research capacity at graduate level is essential to produce good quality researchers in the long run.

Research begins when researchers discover real world problems and try to answer those problems with the required mechanisms, tools, and methods. Therefore, research methods have gained acceptance in all branches of science and disciplines which seek to find the answer for research questions in scientific manner (Ibid). It is believed, if a research does not follow any methodology, it may produce false results. There are different types of research for different disciplines and each discipline is associated with the particular scientific tools. Social sciences are one of

those branches of sciences that follow its own research methods, methodologies, and tools. (Baha, 2016)

In the field of education, drawing teachers into the research process appears to provide a vital foundation for the development of teaching as an evidence-based profession (Karagiorgi & Papanastasiou, 2012). Teacher research has been viewed as a tool enabling the transformation of educational practice, while making important contributions to the knowledge base in education. According to West (2011), the divide between research and practice has emerged since the 1930s when University professors began distinguishing themselves as teacher educators or as researchers. Even today, teachers are criticized as being research averse (Fusarelli, 2008) while the role of the teacher as a research-based professional still resembles an ideal.

Although students are aware of the value of research in their lives, they still find it hard to develop a positive attitude towards the research procedures and even its applications to real-life (Belgrave & Jules, 2015). However, Formalejo & Ramirez (2017) and Vossen, Henze, Rippe, Van Driel, & De Vries (2018), in their respective studies, showed that students have



fairly positive and slightly positive attitudes towards research respectively. Different results from different researchers about the students' attitude towards research have been shown from the different studies.

### STATEMENT OF THE PROBLEM

The purpose of this study was to assess the attitudes of students' towards research from the College of Teacher Education, Sta Cruz Main Campus.

Specifically, this research sought answers to the following questions:

1. What is the level of attitudes towards research between male and female students?
2. What is the level of attitudes towards research among students of different age groups on attitudes?
3. Is there a significant difference between students of different year level on attitudes towards research?

**Research Hypothesis:** There is no significant difference between students of different year level on attitudes towards research?

### LITERATURE REVIEW

In many studies on students' attitudes towards research, terms like research, research anxiety and positive and negative attitudes towards research have to be defined at the outset of the study. The Department of Education and Training of Western Sydney University defines research as follows:

Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes.

On his side, Pardede (2018) listed components of research as below:

Research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing, and evaluating data; making deductions and reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the formulating hypothesis.

Furthermore, Nedha (2011) clarified the difference between research methods and research designs saying that research methods refer to the techniques that the researcher uses to gather information. whereas Research design refers to the blueprint that you prepare using the research method chosen, and it delineates the steps that you need to take.

Amahd and Safaria (2013) defined research self-efficacy as "one's confidence in successfully

performing tasks associated with conducting research (e.g., performing a literature review or analyzing data)". They also identified four dimensions for research self-efficacy which include data analysis (i.e., confidence in one's ability to work with and analyze data), research integration (i.e., confidence in one's ability to integrate one's research ideas with the existing literature), data collection (i.e., confidence in one's ability to complete data collections tasks such as training raters and keeping accurate records), and technical writing (i.e., one's ability to write research articles for publication) (Rezaei & Zamani-Miandashti, 2013).

Hooda (2017) said that research anxiety refers to the characteristics which a student perceives as discomforting to the extent that productivity may be reduced. Rezaei & Zamani-Miandashti (2013), noted that negative attitudes constitute obstacles to learning and hampers sustained efforts in research. In the contrast, positive attitudes enable students to work resiliently until they find solutions to assigned task or research problem. They finally affirmed that the enhancement of positive attitudes toward research is one of the key components that impacts students' research self-efficacy. For them, it is of a great importance for future educational development to investigate students' attitudes towards research.

In this line, a number of researches have been conducted to study students' attitudes towards research and turned around some constructs like usefulness, positive and negative attitudes and anxiousness caused by research to measure their levels. These studies analyzed also the statistically significance of differences based on some independent variables such as gender, types of university, school, department, academic year and so on.

Some of the studies found that students' attitudes were positive; others found that they were negative. On the other side, they found that there are significant differences among given categories of students on one side and others found the contrary on the other side.

In this regard, Siemens et al. (2010) found that there were significant differences in attitudes towards research in medical school between students in their fourth

year compared to second year. Butt & Shams (2013) found that student teachers have a negative attitude towards research and that a significant difference exists in the attitudes with respect to the type of program and prior areas of specialization; they found that students enrolled in self-supported evening programs have significantly better attitudes towards research than those enrolled in morning programs.

Similarly, Shaukat et al. (2014) found that the males had significantly positive attitudes towards



research than the females and significant differences were found on age, different programs of study, and University type. Also, Hussain et al. (2016) found that students had a positive attitude towards research and also, they noted that there were insignificant different between male and female students' attitudes towards research.

In contrary, Adaboh et al. (2017) found that there were no statistically significant differences among nursing students from B.Sc Nursing program and education students from B.Ed. program.

On their side, Bandlele and Adebule (2013) found that research work made students anxious, nervous, bored, scared and that they would not have enrolled for the course if opportune. They also found that irrespective of type of gender and faculty of the students they were similar in their pattern of attitude to research work. They also found that almost all the graduating students had negative attitude towards research work which was not a welcomed development if a nation were to have a breakthrough in technology and research. Oguan et al. (2014) also found that students had a positive attitude towards research and that the male students were more positive compared to their female counterparts. In addition, they mentioned that students showed anxiousness towards research and admit that it was stressful.

In the same perspective, Manuel et al. (2013) found that more psychology than sociology students had positive attitudes towards the learning of quantitative research methods and Meraj et al. (2016)

found that students enjoyed research; however, they found that some of them perceived research as stressful and complex.

Daniel, Kumar & Omar (2017) oriented their research in the qualitative perspective and noted that some postgraduate students recognized that research methodology was a set of knowledge which needed to be learnt while others considered learning research methodology as an acquisition of isolated facts and skills which is not a discipline as a whole. They reported that students faced challenges on understanding some topics of research methodology. Such topics included framing research questions, understanding the theory or literature and its role in shaping research outcomes, and difficulties in performing data analysis.

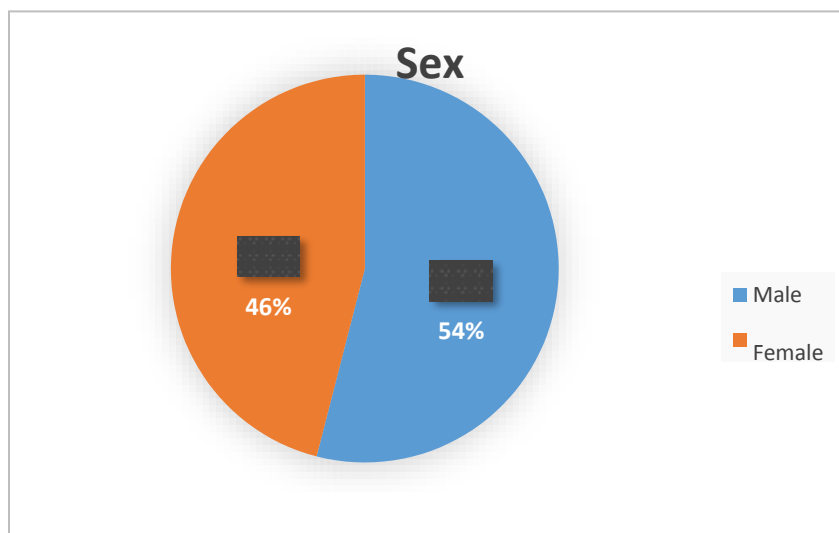
## METHODOLOGY

This research used a systematic random sampling. It used the availability sampling wherein the researchers looked for the following respondents that can correspond to the objectives of the study and this sampling was voluntary to the respondents according to their willingness to respond to the questions. This sampling used a small sample, which includes 50 students from the College of Teacher Education at Laguna State Polytechnic University Sta Cruz Main Campus. The selected students were given the Revised Attitude Towards Research (R-ATR) questionnaires.

## RESULTS AND DISCUSSION

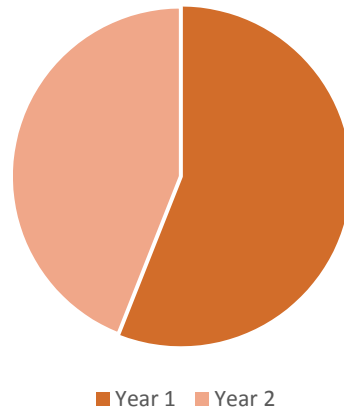
### Table and Charts of Responses

Figure 1. Demographic Profile of the Respondents in terms of their Sex.



**Figure 2. Demographic Profile of the Respondents in Terms of their Academic Year Level**

### Academic Year Level



**Table 1. Attitudes of the Respondents towards Research**

<i>Attitudes</i>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Verbal Interpretation</b>
<b><i>Research Usefulness</i></b>			
<i>Research is useful for my career.</i>	<b>6.08</b>	<b>0.70</b>	<b>Fairly Positive Attitude</b>
<i>Research is connected to my field of study.</i>	<b>6.74</b>	<b>0.44</b>	<b>Extremely Positive Attitude</b>
<i>The skills I have acquired in research will be helpful to me in the future.</i>	<b>6.84</b>	<b>0.47</b>	<b>Extremely Positive Attitude</b>
<i>Research should be indispensable in my professional training.</i>	<b>4.52</b>	<b>0.93</b>	<b>Somewhat Positive Attitude</b>
<b>MEAN</b>	<b>6.05</b>	<b>0.64</b>	<b>Fairly Positive Attitude</b>
<b><i>Research Anxiety</i></b>			
<i>Research courses make me anxious.</i>	<b>4.68</b>	<b>1.08</b>	<b>Somewhat Negative Attitude</b>



<i>Research courses are stressful.</i>	<b>5.40</b>	<b>0.61</b>	<b>Somewhat Negative Attitude</b>
<i>Research courses make me nervous.</i>	<b>4.00</b>	<b>1.07</b>	<b>Undecided</b>
<i>Research courses are difficult.</i>	<b>5.76</b>	<b>0.43</b>	<b>Fairly Negative Attitude</b>
<i>Research courses scare me.</i>	<b>1.60</b>	<b>0.57</b>	<b>Fairly Positive Attitude</b>
<b>MEAN</b>	<b>4.29</b>	<b>0.75</b>	<b>Somewhat Negative Attitude</b>
<b>Positive Research Disposition</b>			
<i>I enjoy my research course(s).</i>	<b>2.48</b>	<b>0.74</b>	<b>Fairly Negative Attitude</b>
<i>I love research courses.</i>	<b>4.20</b>	<b>0.86</b>	<b>Undecided</b>
<i>I find research courses interesting.</i>	<b>5.26</b>	<b>0.56</b>	<b>Somewhat Positive Attitude</b>
<i>Research courses are pleasant.</i>	<b>1.78</b>	<b>0.62</b>	<b>Fairly Negative Attitude</b>
<b>MEAN</b>	<b>3.43</b>	<b>0.70</b>	<b>Somewhat Negative Attitude</b>



**Table 2. Attitudes of the Respondents towards Research according to their Academic Year Levels**

<i>Academic Year Level</i>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Verbal Interpretation</b>
<i>Year 1</i>	<b>4.58</b>	<b>0.68</b>	<b>Somewhat Positive Attitude</b>
<i>Year 2</i>	<b>4.56</b>	<b>0.69</b>	<b>Somewhat Positive Attitude</b>

**Table 3. Attitudes of the Respondents towards Research according to their Sex**

<i>Attitude Subscale</i>	<b>Male</b>		<b>Female</b>	
	<b>Mean</b>	<b>Verbal Interpretation</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
<i>Research Usefulness</i>	<b>6.14</b>	<b>Fairly Positive Attitude</b>	<b>5.90</b>	<b>Fairly Positive Attitude</b>
<i>Research Anxiety</i>	<b>5.84</b>	<b>Fairly Negative Attitude</b>	<b>4.05</b>	<b>Undecided</b>
<i>Positive Research Disposition</i>	<b>6.11</b>	<b>Fairly Positive Attitude</b>	<b>3.79</b>	<b>Undecided</b>
<i>Mean</i>	<b>6.03</b>	<b>Fairly Positive Attitude</b>	<b>4.58</b>	<b>Somewhat Positive Attitude</b>

### **ANALYSIS AND INTERPRETATION OF DATA**

Based on the answers gathered throughout the data gathering process, the researchers interpreted the answers and analyzed its themes and content, and the following are the results of the interpretation and data analysis, each response are fully analyzed and examined to be able to create and gain new knowledge from the responses.

Figure 1 shows the demographic profile of the respondents in terms of their sex. As it can be seen, 27 (54%) of the respondents are male and 23 (46%) are

female.

Figure 2 shows the demographic profile of the respondents in terms of their academic year level. Most of the respondents came from year 1 which is 28 (56%) of them while year 2 is the least which is 22 (44%) of the respondents.

Table 1 shows the attitudes of the respondents towards research. As shown in the table, the respondents show a fairly positive attitudes having a mean of 6.05 towards the usefulness of research. The respondents have extremely positive attitudes towards the statements on the usefulness of research in their career



having a mean of 6.08. The skills that they have acquired in research will be extremely helpful to them in the future having a mean of 6.84.

On the other hand, the respondents have a different attitude when it comes to the indicators in research anxiety. The respondents somewhat agree that research makes them feel anxious, stress with means of 4.68 and 5.40, respectively. However, the respondents show a fairly positive attitude to the scare that research brings to them having a mean of 1.60. But as a whole, the respondents have somewhat negative attitudes to the statements that measure their research anxiety with a mean of 4.29. The higher the scores obtained, the higher the anxiety level of the respondents. Interestingly, the students have somewhat negative attitudes with regards to the positive research predisposition having only a mean of 3.43.

Table 2 shows the attitudes of the respondents towards research according to their academic year levels. As table 4 indicates, students on their first and second year in graduate studies have somewhat positive attitude towards research.

Table 3 shows the attitudes of the respondents towards research according to their sex. These results show that both male and female students see the usefulness of research. On the other hand, male students are more anxious than the female respondents about research. The female students are unsure about their predisposition towards research while the male respondents have fairly positive predisposition towards research. Generally, male students have fairly positive

attitudes towards research having a mean 6.03 while female students have a somewhat positive attitude as for the attitudes that they have towards research having a mean of 4.58.

### CONCLUSION

The study was an attempt to bring attention on attitudes towards research of the college of teacher education in Laguna State Polytechnic University Sta Cruz Main Campus.

The results show that both male and female students see the usefulness of research. On the other hand, male students are more anxious than the female respondents about research. The female students are unsure about their predisposition towards research while the male respondents have fairly positive predisposition towards research.

Based on the findings of the researcher, the respondents have extremely positive attitudes towards the statements on the usefulness of research in their career. The skills that they have acquired in research will be extremely helpful to them in the future.

### RECOMMENDATIONS

1. The college may formulate more trainings and seminars focusing on research writing.
2. The findings of the study can be a reference for future researches in the same field.
3. The action plan may be of help to encourage future educators conduct researchers.

### COLLEGE OF TEACHER EDUCATION ACTION PLAN in RESEARCH for CTE A.Y. 2021-2022

Goals	Objectives	Action Steps
1. Widen college's understanding on the status how research is used and participated.	Assess college's research environment	-Present the college's assessment  -Apply necessary evaluation for decision – making  -Benchmark with potential partners/stakeholders/clients/ community members(internally/externally)  -Review the college's research purpose
	Develop a process for tracking research involvement and deciding whether to participate in future research	Organize a research committee
2. Uplift college's understanding on	Come up with research training	-Update students with local



the importance of research.	opportunities for students	research plans and activities on meeting agendas.  -Plan and deliver trainings on research.  -Present news articles about current related research studies.  -Encourage publication.
	Create research policies and protocols for the college	-Develop guidelines/ criteria for involvement in research activities.  -Develop memorandum of understanding for work with research partners.
	Engage in partnership and project implementation	Develop/implement plan to build and maintain relationships with research partners.  -Conduct research  -Disseminate its findings  -Present through conference presentation and publish in reputable publication

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