

**THE ATTITUDE OF POST-GRADUATE STUDENTS ABOUT THE EXECUTION OF  
RESEARCH ACTIVITIES IN CENTRAL UNIVERSITIES**

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**Abstract:**

Research is the scientific investigation of a problem in which the reliable and valid results are brought in front of the people. The main purpose of the research is the acquiring of knowledge, development of theories, and diffusion of knowledge. This study examined the attitude of Post-Graduate students towards research in central universities. The objectives of this research study is to measure the attitude of Post-Graduate students towards research and to compare the attitude of Post-Graduate students' towards research with respective to their gender and discipline. The study adopted the descriptive survey method. The sampling of the study was selected through stratified sampling technique in which 196 Post-Graduate students of social sciences and humanities have been selected. The data has been collected by using the standardised research tool i.e. Attitude Scale of Dr. Vishal Sood and Prof. Y.K. Sharma and the data was analyzed by the statistical technique mean, standard deviation, t-test, frequency and percentage count. The results of the study revealed that most of the Post-Graduate students have Unfavourable attitude towards research whereas very less percentage of students are having a favourable attitude towards research. No differences were found in the Post-Graduate students towards research in relation to gender and discipline. Therefore it is concluded that there is a same negative attitude of Post-Graduate students towards research either in gender wise or discipline wise.

**Key words:** Attitude, Research, Post-Graduate Students, Favourable, Unfavourable.

## **1. INTRODUCTION**

“Education is the most powerful weapon you can use to change the World” (Nelson Mandela). According to Aristotle- “Education is the creation of sound mind in a sound body.” Education is the only treasure which can be mugged. It helps to build internal as well as outer behavior, strengthens our mind and expands our pool of understanding. The word “educate” stand for a number of meanings that are synonymous and also covers a wide range, such as- to educate means to teach, to train, to instruct, to inform etc. One can say that learning is a part of education. So learning is the end product of the process called education. In other words education is the process by which an individual is encouraged to develop his talent.

### **1.1 Meaning of Research**

The word "research" has its etymological roots in the French word "recherché," which means "to seek again." Finding new knowledge, the truth, and so forth using evidence-based methods is the essence of what investigations are truly about. Disseminating information and formulating hypotheses using credible data is its key objective. Stated differently, research is an organized, rational, systematic, and exacting process that seeks to solve issues and find new information. One definition of research is the application of science to the study of problems. Some people use the phrases "research" and "scientific method" interchangeably. In order to continue a scientific approach of analysis to discover and develop an organized corpus of information, research is thought to be a more structured and systematic process.

#### **1.1.I Approaches of Research**

**i. Qualitative Research:** The technique of inquiring that aids in a thorough knowledge of the topics or issues inherent in their natural environments is known as qualitative research. This research approach does not use statistics. The expertise of the investigators and the inquiries they employ to delve further into the participants are crucial components of qualitative studies. Open-ended questions are posed in this kind of study so that one inquiry leads to another. The goal of naturalistic

investigation in qualitative research is to gain an in-depth knowledge of social occurrences in their natural environments. It depends on people's own observations as meaning-makers in their daily lives and concentrates on the "underlying" causes of social occurrences instead of the "what" that comes out of them. Numerous qualitative research methodologies are employed, including content evaluation, group discussions, ethnographic research, in-depth interviews, and case studies.

**ii. Quantitative Research:** A systematic approach to gathering data and interpreting it to make inferences is known as quantitative research. This research method collects and analyzes data using a computational, statistical, and comparable approach, in contrast to qualitative research. The main focus of quantitative data is numbers. A big population is needed for quantitative research since more participants equals more data. In this way, more data may be examined in order to produce precise findings. Closed-ended questions are used in this kind of research methodology since the main goal of quantitative research is to measure the quantity and acquire evidence of statistical data. Gathering measurable data and applying statistical, mathematical, or computational approaches to systematically investigate phenomena is known as quantitative research.

**1.1.II Types of Research:** In practice, three primary categories of research are encountered. They're (i) Fundamental or Basic Research; (ii) Applied Research; and (iii) Action Research

**i. Basic Research:** The primary goal of basic research is to advance knowledge. It addresses the foundational facets of research. The development of knowledge is the primary driving force behind this study. This research is non-commercial in nature and does not aid in the creation or invention of anything. For example, an experiment is a good example of basic research. Fundamental research is driven by curiosity and the desire to expand knowledge in specific research area. Fundamental studies tend to make generalizations about the phenomenon, and the philosophy of this type of studies can be explained as "learning things for the sake of learning them."

**ii. Applied Research:** Applied research focuses on analyzing and solving real-life problems. This type of research refers to the study that helps solve practical problems using scientific methods. This research plays an important role in solving issues that impact the overall well-being of humans. For example, finding a specific cure for a disease.

**iii. Action Research:** The idea of action research was put forward for the first time by *Kurt Levin in 1946*. The use of the word 'action research' was made by *Stephen core in 1957* and the detailed description of action research was made by *Lawrence Enhans in 1975* in his book entitled, "*Teacher as a Researcher*". Applied research includes action research as a subset. Action research and applied research are sometimes distinguished from one another by arguing that the former is only relevant in educational settings while the latter can go further into more complex and widely applicable practical issues. In India, a practitioner might be a classroom teacher, a school's principal or headmaster, a block education official, the inspector of schools, or a teacher-educator at the DIET (Teacher Training Institution) level.

**1.2 Concept of the Attitude:** The agreeable or disagreeable responses towards any class of stimulus like a nation, a human group, customs, thoughts or institution are called attitudes. In Allport's words from 1967, "an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence up on the individual's response to all objects and situations with which it is related." "An attitude characteristically provokes behavior that is acquisitive, favorable or unfavorable, affirmative or negative towards the object or class of objects with which is related. This double polarity in the direction of attitudes is often regarded as their most distinguish." "Degree of positive or negative affect (i.e. feelings) associated with some object (symbol, slogan, individual, institution, etc.)" Thurston (1959).

## **2. LITERATURE REVIEW**

The researcher for this purpose came across the following studies done in India and abroad on the various aspects of attitude of students towards research. The researcher has reviewed various studies conducted in the area of present study which enabled to think in the line of the study.

**Elena C. Papanasatasiou (2005)** conducted the research on “Factor Structure on the Attitude towards Research”. In this study Research Methodology courses are typically viewed unfavorably by undergraduate students. But in order to help teachers foster more favorable attitudes about these kinds of courses and help students learn about research, they must have a better grasp of these views. **Zarifian and Mohammadi (2009)** in their research titled: “Measurement of attitudes of students toward research and influencing factors: (Case study of students of Faculty of Agriculture throughout 2008-2009)” discovered that the tendency of students to study is significantly correlated with the usage of information resources, faculty members' attitudes toward research, availability to suitable research facilities, academic performance, attitude, discipline, curiosity, and family. **Shirbagi (2011)** came to the conclusion that female students are less concerned about the challenges of research than their male counterparts in his study titled "A Survey of Kurdistan University Postgraduate Students' Attitudes to Research and Its Relationship with their Research Self-Efficacy." Furthermore, students from the faculty of technical and engineering had the highest positive attitudes about research. On the other hand, students in the Humanities faculty expressed greater fear when it came to conducting research. Students generally expressed low levels of fear about undertaking research and high levels of belief in the use and benefits of research activities in their future careers. **Dhrubajyoti Deka (2012)** conducted a study on “Attitudes of Post Graduate Students towards Research”. The study's findings indicated that postgraduate students tended to have a negative attitude towards research. **Jagminder Kaur (2015)** carried out research on “Attitude of Post Graduate Students towards Research”. The findings are i) Research is not seen favorably by the majority of post-graduate students. ii) The attitude towards research differs significantly between male and female post-graduate students based on their mean scores. Gender significantly influences post-graduate students' attitudes on research. iii) The mean scores of post-graduate students enrolled in government-aided and privately funded colleges on the attitude toward research variable do not differ significantly. The kind of school has no appreciable bearing on postgraduate students' attitudes on research. **Samuel Adaboh, et.al. (2017)** conducted a research on “A Study of Student Anxiety towards Research in two Undergraduate Programmes in a Ghanaian University”. Despite smaller mean disparities in terms of research techniques complexity and research relevance to participants' lives, the results showed no statistically significant differences between students in the two program groups on the ATR. **Raj Kishore Koul (2018)** carried out research on “Attitude of Post-Graduate students towards Research”. The study's main conclusions were that attitudes toward research among PG students are not significantly different for males and females. However, postgraduate students from the Science and Arts streams have very different attitudes. Once more, PG students enrolled in general courses and those in professional courses do not significantly differ in their attitudes toward research.

### **3. NEED AND SIGNIFICANCE OF THE STUDY**

Research is the process of looking for answers to issues and locating relevant, high-quality information. Research identifies, clarifies, and assesses novel concepts, ideas, and technological advancements that will shape humankind's future. In order to provide exceptional student education and training, faculty members must be encouraged to pursue professional greatness through research. A curriculum that is current and relevant cannot exist without research. Research benefits future generations as well as you by improving services and treatments. It aids in the development of novel diagnostic tools, therapies, and procedures that may one day benefit your grandchildren or maybe your own children. However, it has recently been noted that the caliber of researchers across all degree levels is extremely low. As a result, the researcher hopes to foster a favorable attitude toward student research. Therefore, in order to help students learn about research and research-related activities, barriers to research could be removed. Few of them actually sign up for activities linked to research. The absence of research-related activity could be the cause. As a result, the researcher is curious about the postgraduate students' mentality and their level of research aptitude. The study's conclusions will be beneficial to the field of educational research. Therefore, there is a great need for and value of this study.

#### **4. OBJECTIVES OF THE RESEARCH STUDY**

- I. To find out postgraduate students' attitude regarding research at central universities.
- II. To contrast postgraduate students' attitude regarding research according to gender.
- III. To contrast postgraduate students' perspectives on research in relation to their discipline of study.

#### **5. HYPOTHESES OF THE RESEARCH STUDY**

- I. Not every post-graduate student approaches research with the same mindset.
- II. Male and female postgraduate students' opinions regarding research do not significantly differ from one another.
- III. Regarding their discipline, post-graduate students' attitude about research do not significantly differ from one another.

#### **6. RESEARCH METHODOLOGY AND PROCEDURE**

Descriptive survey methodology has been used for this investigation. The population of the current study consisted of all Post Graduate students at the Central University of Jammu and Kashmir, India, who are enrolled in different departments related to the social sciences and humanities. Under the umbrella of social sciences and humanities, seven departments have been operational. Using the stratified selection technique, a sample of post-graduate students at Central University of Jammu and Kashmir was selected for this investigation. Initially, the units were chosen through a stratified process involving all social science and humanities departments. A random selection of 50% of the post-graduate students in each department of social science and humanities was made using a study sample. 196 post-graduate students from the Central University of Jammu and Kashmir's social science and humanities departments made up the study's total sample. The researcher has given the research participants the adopted scale, which was created by Dr. Vishal Sood and Prof. Y.K. Sharma, after choosing the sample using stratified random sampling.

#### **7. DATA ANALYSIS AND INTERPRETATION**

While a variety of statistical methods might be applied to analyze the data, the focus of the current study was on post-graduate students' attitudes toward research in connection to their gender, discipline, and location. The data were analyzed and interpreted using statistical techniques such as mean, standard deviation, t-test, frequency, and percentage count.

**Hypothesis 1:** Not every post-graduate student approaches research with the same mindset.

**Table 1 Postgraduate students level of Attitude towards Research (N=196)**

<b>S.No.</b>	<b>Level of attitude</b>	<b>Number of students</b>	<b>Percentage</b>
1.	Extremely favorable ( 196 above)	0	0%
2.	High favorable (184-183)	04	2%
3.	Above average favorable (172-183)	09	5%
4.	Moderately favorable (156-171)	49	25%
5.	Unfavorable (144-155)	77	39%
6.	High Unfavorable (132-143)	37	19%
7.	Extremely Unfavorable (131and above)	20	10%
<b>Total</b>		<b>196</b>	<b>100%</b>

After employing the statistical techniques for analyzing the data, the level of attitude was observed categories into three level; 1. Extremely favorable level (i.e. 196 above), 2. Moderately favorable level (156-183), and 3. Extremely Unfavorable level (131 above). It can be seen from the Table 1 that out of 196 participants 77 (39%) participants were found unfavorable attitude towards research. The above table vividly shows the 25% of Postgraduate students of attitude was moderately favorable. When it observed the Postgraduate students attitude 19% of the participants were observed as highly unfavorable attitude towards research. It is observed that 10% of them were having unfavorable attitude towards research. 5% of them had found to have above average favorable

attitude towards research and 2% of the participants were high attitude towards research. The findings one contradictory in the study done by Tariq Hussain, Mumtaz Akhter, Nisar Abid, and Sidra Sabir December (2016). The findings demonstrated that students see research with positivity. The findings indicated that there is little variation in the attitudes of male and female students toward research. Thus, it can be seen from the Table that majority of participants were found to have an unfavorable attitude towards research.

**Hypothesis 2:** Male and female postgraduate students' opinions regarding research do not significantly differ from one another.

**Table 2 the gender-sensitive attitude score of post-graduate students toward research includes the mean, standard deviation, and t-value.**

Variables		Frequency	%	Mean	SD	t-value	Level of significance
Gender	Male	45	22.96%	151.1	18.31	1.51	0.05
	Female	151	77.04%	147.1	14.41		

After the completion of scoring of the data. The raw data were analyzed through mean and using SPSS version. From the above Table 2, it can be seen that the majority of the participants involved in this study were female 151 whereas male were 45. It can be interpreted, that the obtained t- value of 1.51 which is less than the Table value of 1.96 which is not statistically significant at 0.05 levels. Therefore, it can be concluded that The attitudes of postgraduate students are not significantly different based on their gender. Hence, it may be pointed out that hypothesis 1 stating, “*There is no significance difference between the attitudes of male and female students of Post-Graduate towards research*”, is accepted at 0.05 level of significance. The contradictory findings were also observed study done by Sadia Shaukat (2014) conducted on research on “Post graduate students’ Attitude towards Research”. The findings showed that compared to females, males had considerably more positive attitudes regarding research. Faustino E. Oguan Jr. (2014) the study's conclusions showed that male students had higher levels of positivity than female students. An investigation into post-graduate students' attitudes toward research was carried out by Mr. Raj Kishore Koul (2018). The study's main conclusions were that views toward research among PG students, male and female, do not significantly differ from one another.

**Hypothesis 3:** Regarding their discipline, post-graduate students' attitudes about research do not significantly differ from one another.

**Table 4 the mean, standard deviation, and t-value of postgraduate students' attitude score toward social science and humanities research**

Variables		Frequency	%	Mean	SD	t-value	Level of significance
Discipline	Social science	123	62.76%	149.27	15.69	.853	0.05
	Humanities	73	37.24%	146.12	14.88		

From the Table 4 observed that the 62.76% of the students were belonging to social science discipline whereas 37.24% of them belonged to humanities. The Table indicates that majority of the participated students in the study were belonging to social science discipline. The raw data was calculated as through SPSS version. The obtained t-value was found to be .853 is less than the Table value of 1.96 and is not statistically significant at 0.05 level of significance. Therefore, there is no significant difference in the attitude of Social Science and Humanities discipline of Postgraduate students towards research. Hence the Null Hypothesis is accepted. The dissimilar results found on the study conducted by Syed Noor-ul-Amin (2017). The findings of the study was Social science and Arts stream found with a favorable Attitude towards Research as against to their comparable group.

## **8. MAJOR FINDINGS OF THE STUDY**

The study's main conclusions, which came from the data's analysis and interpretation, are listed below.

- The study revealed that 39% of postgraduate students were found to have unfavorable attitude towards research whereas only 2% of them were having a highly favorable attitude towards research.
- It was found from the study that 25% of the Postgraduate students have a moderate attitude whereas 5% of them were having an average favorable attitude towards research.
- It was estimated from the study that 37% were found to have highly unfavorable attitude towards research whereas 5% of them were having a favorable attitude towards research.
- 25% of participants had a moderately positive attitude about research, according to the survey, whereas 19% of participants had a very negative attitude towards it.
- 10% of postgraduate students had a very negative attitude about research, according to the study.
- According to the study, the majority of postgraduate students had a negative attitude towards research.
- The survey concluded that there is no discernible gender difference in the attitude of postgraduate students regarding research.
- The study demonstrated that postgraduate student's attitude regarding research in relation to their discipline did not significantly differ from one another.

## **9. DISCUSSION OF THE FINDINGS**

The majority of postgraduate students in the current survey were found to have a negative attitude towards research. However, this result was in line with a study on "Attitude of students towards research" done in 2014 by Aminder Kaur. According to the study, the majority of students did not view research activities favorably. This study shown that most students' aptitude for and understanding of research activities fall short of expectations. It is evident that nearly all of the graduating students had a bad attitude about research, which is unfortunate since a country's advancement in research and technology is something that should be celebrated. The results of this study were also integrated into a study on postgraduate students' attitudes towards research that Jagminder Kaur (2015) did.

The current study found a statistically significant difference in the mean scores of male and female post-graduate students on the attitude towards research variable. Postgraduate students' attitude regarding research is significantly influenced by their gender. Thus, the researcher recommends holding a variety of workshops, conferences, seminars, and lectures to help post-graduate students develop a positive outlook. Some pedagogical implications to instill the attitude in the pupils have been proposed based on the discussion of the primary findings.

## **10. SUGGESTION FOR THE FURTHER RESEARCH**

Research is never ending process the more one plunges into the ocean of knowledge open for him/her. Researches, which are usually few in the field of education, cannot fall its entire problem. Hence more and more research is required to be undertaken. Due to various obstacles/limitations with regard to key factors. Present investigation could not cover-up all dimensions of the topic.

The following suggestions may be considered to undertake researches for this exploration.

1. In the current study, the sample size of the study is 196 Postgraduate students only. It seems to be a very small sample. Therefore, it can be undertaken in the large sample so that they may obtain more reliable and represents the actual status of attitude of postgraduate students.
2. In the present study, the investigator concentrated only on comparison of attitudes with regard to gender and discipline. It can also be explored further by considering the other variables such as academic achievement, educational qualification, locality etc.

4. The Study may be conducted to examine the correlation between the attitude (dependent variable) possessed and gender, stream (independent variables).

## **11. EDUCATIONAL IMPLICATIONS OF THE STUDY**

1. According to the study, 68% of postgraduate students had a negative attitude towards research. It is advised that in order to instill in students a good attitude towards research, all higher education institutions should host various workshops, seminars, conferences, exhibitions, etc.
2. The findings of the present study may be helpful for teachers, educational institutions, curriculum developers, policy makers, and researchers.
3. According to the current study, the majority of students do not have a good attitude towards research. As a result, it is important to foster a positive attitude in new researchers by providing them with workshops, orientation courses, and extended talks by renowned researchers, among other things.
4. The current study makes it clear that male students see research more favorably than do female students. It is also important to work on helping female researchers adopt a positive outlook on their work. To help them build a good attitude, postgraduate students may be introduced to short-term orientation courses.
5. Instructors ought to motivate their pupils to become aware of and comfortable with the significance of investigation.
6. Instructors should concentrate on putting higher authority's norms and regulations into practice in order to pique students' enthusiasm in conducting research.

## **12. CONCLUSION**

The investigator looked into 23 reviews that were relevant to the current investigation. Of the 23 evaluations, 14 focused on postgraduate students, while the remaining 9 reviewed undergraduate and graduate students. It was reported in the current study that the majority of postgraduate students had a negative attitude toward research. In today's rapidly changing world, research is a vital intellectual tool that allows people to adapt their lifestyle to meet societal demands and necessities. In every industry, including business, agriculture, space exploration, medicine, and education, research brings up new possibilities. A primary goal of teacher education is to raise awareness and foster an appreciation of the value of research in the classroom. It's important to instill a positive mindset in aspiring researchers through orientation programs, workshops, and extension talks given by renowned scientists, among other means.

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