

Assessment of Students' Attitudes Towards Research in a State College in Camarines Sur, Philippines

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ABSTRACT The current educational landscape demands for higher visibility in research contributing to societal development and change. This study assessed students' attitudes towards research to inform research enhancements in the curriculum in one state college in Camarines Sur, Philippines. Convergent parallel strategy of the mixed methods research was utilised with the use of Revised Attitude Towards Research Scale with 172 respondents as part of the sample size. Descriptive and inferential statistics were utilised and coupled with thematic analysis for data analysis. A positive attitude towards research is generally exhibited and no significant difference was observed in attitudes between male and female students, but a significant difference existed across year levels. Strong positive correlation was found between research anxiety and positive research predisposition, indicating its influence on students' research outlook. In contrast, weak negative correlations between research attitude factors suggest minimal impact on perceived research utility. This study recommends several inputs for research enhancement cross-cutting curriculum, instruction, and assessment.

INTRODUCTION

Research in universities lead to differentiation of the universities from the other educational centres such as the high schools (Mohammadi et al. 2016; Landa-Blanco and Cortés-Ramos 2021). Research equips students with the necessary technical skills, competencies, attitudes and knowledge, in performing an individual research project after graduation. The current educational landscape demands for higher visibility in research that should contribute to societal development and change. The ability of conducting research after the completion of a bachelor's degree roots from the undergraduate research experience. Research is one of the four (4) fold functions of Higher Education Institutions (HEIs) to which a state college in Camarines Sur upholds quality polytechnic education along with instruction, production, and extension. Students at the college are expected to arrive with feasible research geared and anchored in their field of specialisation.

As a mandate of the curriculum under Commission on Higher Education (CHED) Memorandum Order no. 79, s. 2017 for Policies, Standards and Guidelines for the Bachelor of Technical-Vocational Teach-

er Education (BTVTEd) stipulates the inclusion of two research courses, namely, Technology Research 1 and Technology Research 2, under the Professional Education Courses of the said program. Technology Research 1 exposes students to the rudiments and needed technical knowledge for pursuing a research study and exposes them to the writing of the first two parts of a technical paper. Further, Technology Research 2 provides an avenue for the students in the BTVTEd Program to complete their research study as this course is a continuation of Technology Research 1. Moreover, Technology Research 2 caters to a platform for experience for the students to present and defend their papers in front of a technical research committee. These courses aimed at catering the best experience in research writing for the students at a department in a state college in Camarines Sur.

Despite this inclusion of two research courses, students are unfamiliar with research and its components, other factors such as students' attitudes may influence their appreciation and productivity in relation to research as a discipline. As cited in the study by Kakupa and Xue (2019), several studies emphasised that learners' attitudes toward a particular subject can have serious implications on the learning process and academic performance (Wise 1985; Elmore and Lewis 1991; Woelke 1991; Zeidner 1991; Ma 1995; Onwuegbuzie 2003; Papanastasiou and

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Zembylas 2008). Papanastasiou (2005) further revealed that students' negative attitudes and feelings about research influence the amount of time, effort, and commitment they provide to invest in the completion of the course. This may lead to a poor quality of research output, which in turn may affect the research confidence of the college. According to Rezaei and Zamani-Miandashti (2013), unfavourable attitudes obstruct learning and hinder consistent research efforts. Positive attitudes, on the other hand, empower pupils to persevere through prescribed tasks or investigate problems until they find answers. Ultimately, they confirmed that one of the main factors influencing students' research self-efficacy is the development of positive attitudes toward research (Forester et al. 2004). For them, examining students' views toward research is crucial for the advancement of education in the future.

Research culture in an institution is greatly affected by the attitudes towards research of individuals in it such as the teachers (Firdoos et al. 2023). As teachers are the ones teaching the research courses, students need to be taught with the scientific rigour and merit of scientific writing, as Quintana et al. (2024) puts it, scientific research is a significant component of undergraduate programs. Hence, studying the research attitudes of the students towards research provides empirical evidence of any enhancements that can be made in the curriculum, instruction, and assessment. This is supported by the study of Jansen et al. (2022) who posited that undergraduate programs are composed of research courses as reflected in the higher education curricula that justifies this study's anchors on the college's Research and Development Agenda on Basic Research, as this research is aimed at addressing the need for curricular intervention to address the compelling observations of the faculty of the department, that students are taking research courses for the sake of compliance, students are complacent in creating and drafting research reports leading to a poorly written and unsatisfactory research reports despite good quality of products in the department. This claim needs to be verified through a study, and hence, this study was conducted alongside the concern of assessing students' attitude towards research.

Moreover, this study explores the students' capacity and willingness to learn research as part of their professional and personal growth. The attitudes surveyed in this paper were measured through a standardised questionnaire in measuring attitude towards

research. Furthermore, this study further aims to help students fully grasp and reduce unwanted attitudes for the completion of a quality and publishable student research. With this, it is vital to unravel and discern the attitudes of undergraduate students toward research to improve research output, devise innovative pedagogies for teaching and doing research at the collegiate level.

Literature Review

Several studies and literature were reviewed and carefully evaluated to benchmark the gaps of the current study. Siemens et al. (2010) discovered that fourth-year medical school students' opinions regarding research differed significantly from those of their second-year counterparts. However, there is a notable difference in the attitudes regarding program type and prior areas of specialisation. Butt and Shams (2013) discovered that student teachers have a negative attitude toward research, and that students enrolled in self-supported evening programs have significantly better attitudes toward research than those enrolled in morning programs.

Similar findings were made by Shaukat et al. (2014), who discovered that men had far more positive attitudes toward research than women did. They also discovered substantial disparities in age, type of university, and study programs. Additionally, Hussain et al. (2016) discovered that students had a favourable attitude toward research and that there were only little differences between the views of male and female students about it. However, Adaboh et al. (2017) discovered that there were no statistically significant differences between the nursing program students and education students' program. The study by Özcan (2019) revealed that the attitudes of students towards scientific research varies according to gender and belief in scientific research as to its effect on education development. In the study, it was revealed that females have dominated males when it comes to attitudes towards scientific research, and those who believe that scientific research has an influence on the development of education is much higher than those who do not believe. This study has connection to the present undertaking since the parameters that will be tested will be the relationship of gender to the attitudes of conducting research.

Habineza (2018) presented a cross-sectional exploratory survey of the undergraduate students' attitudes towards research. In the study, it was revealed

that the students' attitudes were high in the factors of usefulness of research and positive predispositions to research. The factor of anxiety is moderate, and females were more anxious than males. Despite these differences, the t-test showed that there is no significant gender-based difference. Negative attitudes, according to Rezaei and Zamani-Miandashti (2013), create barriers to learning and sabotage long-term research efforts. Positive attitudes, on the other hand, help pupils to persevere until they find answers to the allotted assignment or research challenge. Finally, they agreed that improving positive attitudes toward research is one of the most important factors influencing students' research self-efficacy (Forester et al. 2004). Investigating students' attitudes toward research is critical for future educational progress, according to them.

In addition, Oguan et al. (2014) discovered that students had a positive attitude toward research, with male students being more positive than female students. Furthermore, they stated that students were apprehensive about research and admitted that it was stressful. Bandle and Adebule (2013) discovered that research work made students uneasy, worried, bored, and terrified, and that if the opportunity had arisen, they would not have enrolled in the course. They also discovered that regardless of the gender of the students, their attitudes about research work were identical. They also discovered that practically all graduating students had a negative attitude toward research, which was not a good thing if a country wanted to make a technological or scientific breakthrough.

The studies and literature gathered by the researcher focused on the attitudes of students in secondary and postgraduate levels using a multivariate analysis approach. Upon browsing and careful analysis of related literature and studies, there were few literatures that posed an instructional intervention for teachers and students that caters to a holistic approach of teaching and learning research as a course. Little to no studies were conducted as to the attitudes of students towards research. Hence, this study is proposed to bridge the gap of the previous literature and studies.

Objectives

The general objective of this study is to assess the attitudes towards research of undergraduate students of a department in the state college as the sampling frame. Specifically, it seeks to:

1. Determine the general attitude of the respondents towards research along Usefulness, Anxiety and Positive Predisposition, to test the significant differences between the variables.
2. Determine the significant relationship between the three (3) factors of attitude of the respondents towards research.
3. Provide valuable inputs for policymakers to improve and amend existing policies, for curriculum developers to propose and enact curriculum enhancement subject to the Commission on Higher Education (CHED) guidelines, and for instructional material developers to create holistic and responsive materials that are easy for the students to understand.

METHODOLOGY

Research Method

To derive an in-depth understanding and analysis of the topic being studied, this study was carried out using convergent parallel strategy under mixed method design. Characterised by a simultaneous implementation of quantitative and qualitative methods during the same stage of the research process. Creswell and Plano-Clark (2011) describe a convergent parallel design where the quantitative and qualitative elements are placed in the same phase of the research process, weighing the methods equally, and independent analysis shall be conducted, and an interpretation of the results together. The quantitative part of the study comprises the treatment of the variables. Subsequently, a cross-sectional survey was used in this study to explore attitudes of undergraduate students towards research and to compare their levels based on their personal information. The independent variables are the sex, academic year and age. The dependent variables are grouped into three factors (Papanastasiou and Schummaker 2014) such as Research Usefulness (coded as RU1-RU4), Research Anxiety (coded as RA1-RA5), and Positive Research Predisposition (coded as PRP1-PRP4).

Respondents and Participants of the Study and Sampling Technique

Since the study employs the concurrent parallel strategy under the mixed methods design, the respondents of the study were the second year, third year, and fourth year students at a college department academic year 2021-2022 at the same time the participants of the study. The respondents were se-

lected for their respective year's levels because they are currently taking research courses.

Convenience sampling was utilised to obtain the sample size from the given population. A total of 172 respondents participated in the study from the Bachelor of Technical Vocational Teacher Education (BTVT-ED). Nikolopoulou (2022) highlighted that convenience sampling is best used if the aim of a research study is to derive an idea or an assessment of people's attitudes and opinions. As posited, convenience sampling is often used in social sciences and education research where it is convenient to use pre-existing groups, such as students. It is aimed by this study to assess students' attitudes towards research to carve out valuable inputs for the academe. Table 1 shows the numbers of respondents disaggregated classes as to their sex and year level.

Table 1: Respondents distribution

Sex	Year level			Total
	2 nd	3 rd	4 th	
Male	5	7	57	69
Female	1	10	92	103
Total	6	17	149	172

Research Instruments/Study Tools

The instrument used was composed of three sections. The first part contains the demographics of the respondents that includes their sex, age, and year level. The second part contains Papanastasiou and Schummaker's (2014) Revised Attitude Towards Research (R-ATR) scale. The scale was used to measure the students' attitude towards research. The R-ATR consists of 13 items measured on a 7-point Likert scale in which 1 indicates a response of 'strongly disagree', while the value of 7 corresponds to 'strongly agree'. The revised scale has three factors, namely, Factor of Usefulness, Factor of Anxiety, and Factor of Positive Predisposition, each comprising several dependent variables as mentioned in the research method section. Each of the subscales have the reliability coefficients of Usefulness of Research ($\alpha = 0.90$), Anxiety about Research ($\alpha = 0.86$), and Positive Research Predisposition ($\alpha = 0.92$) (Papanastasiou and Schummaker 2014). The R-ATR was adopted for use in this study as the majority of studies on attitudes towards research have employed the same standardised tool (Kakupa and Xue 2019; Tran et al. 2023; Rojas-Russell et al. 2025). The third part consists of the interview questions for the respondents to re-

spond. This part consists of questions that are open-ended to solicit rich ideas and opinions from the respondents.

Data Gathering Procedures

The researcher sought permission prior to the online/virtual distribution of questionnaires to the respondents/participants in accordance with the prevailing guidelines of the Inter-Agency Task Force (IATF) on COVID-19 pandemic response. This was sent personally by the researcher to ensure that the respondents answer the questions promptly. Before administering the questionnaire, the importance and the nature of the study were explained to the participants. The researcher ensured that the answers gathered from them were treated with utmost respect and confidentiality. The questionnaire was not timed, but the respondents/participants were asked to give their first natural and honest answer that comes to their mind. The data was collected as soon as the respondents/participants finished answering the questionnaires. Each completed questionnaire was inspected to ensure that all items were answered. Data were tallied, and the results were analysed and interpreted.

Statistical Treatment of Data

The data was analysed using different statistical tools. Descriptive and Inferential Statistics were used to treat the data from the respondents. For the descriptive analysis, mean and standard deviation shall be applied. The statistically significant differences were tested at $p=0.05$ and where necessary, effect size was interpreted using eta squared as categorised by Muijis (2004) who said that eta squared varies between 0 and 1 and when eta squared is between 0 and 0.1 the effect is weak, when eta squared is between 0.1 and 0.3 the effect is modest, when it is between 0.3 and 0.5 the effect is moderate, and when it is greater than 0.5, the effect is strong. For the test of significance, the researcher will use t-test and one-way analysis of variance. The data was supported using Microsoft Excel in further analysing the results. The responses of the respondents for the qualitative part shall be treated through thematic analysis. Central themes shall be nested in the discussions to further validate the data results from the quantitative part.

Ethical Considerations

The researcher secures data privacy as adherence to the Data Privacy Act of 2012 in the Philippines and of the 2022 National Ethical Guidelines for Research Involving Human Participants (2022 NEGRHIP) by the Philippine Health Research Ethics Board (PHREB). The study has undergone technical review prior to its implementation and upon its completion.

RESULTS AND DISCUSSION

Attitude Towards Research

Research Anxiety

According to Montcalm (1999), anxiety may make it more difficult for students to learn how to do research and develop their research skills. Additionally, it can discourage people from being interested in assessing and using study findings in their own work. According to a study by Monahan (1994), educational professionals who had taken research courses in the past and had felt some worry completely lost interest in doing their own research. They have no interest in enrolling in additional research courses. Table 2 shows the mean ($\bar{x}$) and standard deviation (SD) of the indicators under Research Anxiety.

Table 2: Research anxiety

<i>Research Anxiety (RA)</i>	<i>Mean ($\bar{x}$)</i>	<i>SD</i>	<i>Interpretation</i>
RA1	3.36	1.53	Negative attitude
RA2	3.23	1.47	Negative attitude
RA3	2.96	1.50	Negative attitude
RA4	2.89	1.57	Negative attitude
RA5	2.82	1.39	Negative attitude
<i>Average Mean for RA</i>	3.05		Negative attitude
<i>Average SD for RA</i>	1.49		

Table 2 presents the general level of anxiety in students towards research. The respondents generally have a negative attitude towards research. It is perceived that the respondents are scared, anxious and nervous when it comes to research courses. Moreover, research makes them stressed and is considered difficult. The average standard deviation of 1.49 signifies that the responses of the respondents are highly clustered and that their responses are unified. Congruently, through the thematic analysis em-

ployed, one of the major themes that have emerged is that *research is difficult and stressful for students*. The students signify difficulty and show stress when they hear of research. Scholars (Papanastasiou 2005; Hussain et al. 2011; Uluçinar Sagir 2012 ; Hammad 2016) have linked students' attitudes about research with stress and anxiety. This is in consonance to the study of Finlac & Pedroso (2025) where students that are anxious towards research tend to have a negative predisposition towards research. Further, this signifies that research anxiety is more relative to self-perception.

Research anxiety is characterised by emotions of uneasiness, anxiety, and dread that students will be unable to do research. Fear and anxiety are frequently cited as causes for students failing to complete their thesis, and some students are extremely anxious about the research process.

Research Usefulness

Papanastasiou and Schummaker (2014) define the factor of research usefulness as the "measures the students' perceptions in reference to how useful they perceived that research would be in their professional lives". Table 3 shows the mean ($\bar{x}$) and standard deviation (SD) of the indicators under Research Usefulness.

Table 3: Research usefulness

<i>Research Usefulness (RU)</i>	<i>Mean ($\bar{x}$)</i>	<i>SD</i>	<i>Interpretation</i>
RU1	5.85	1.29	Positive attitude
RU2	5.75	1.63	Positive attitude
RU3	5.67	1.51	Positive attitude
RU4	5.15	1.33	Positive attitude
<i>Average Mean for RU</i>	5.61		Positive attitude
<i>Average SD for RU</i>	1.44		

Based on the gathered data, Table 3 demonstrates a positive attitude toward research usefulness to students, as evidenced by the indicators having means above 4 denoting the positive attitude of the respondents towards research. The skills that the students acquired in research is projected to help them in the future, as it is deemed useful in their career. Moreover, research is connected to their field and is indispensable in their professional training.

As reflected in the Table, the average mean for Research Usefulness to the respondents is 5.61 and with an average deviation of 1.44 interpreted as a

positive attitude. Scholars (Onwuegbuzie and Wilson 2003; Angaiz et al. 2021; Angaiz and Mehmood 2021) have underlined the need for research skills for all degree programs. Professionalism is seen to be enhanced by research. Along with the qualitative measures, the thematic analysis of the responses of the respondents showed the second theme, as **“Research is vital to future teachers”**. Similar to the study conducted by Alcolea and Georgiou (2026), attitude towards research among faculty professionals is deemed useful alongside information literacy as one of the competency in expanding research opportunities for professionals.

In practice, however, professionals face various barriers to performing research, including lack of time, lack of expertise, and lack of knowledge of the relevance of research in their job. Comparatively, students confront comparable problems when undertaking research.

Positive Research Predisposition

In this factor, the existence of positive feeling and interest towards research is being measured (Papanastasiou and Schummaker 2014). Table 4 shows the mean ($\bar{x}$) and standard deviation (SD) of the indicators under Positive Research Predisposition.

Table 4 shows the positive research predisposition of the respondents, wherein on average, the respondents have generally a positive attitude. Generally, respondents find research courses interesting and pleasant. Furthermore, respondents also enjoy and love research courses. Supported by the qualitative measures, the thematic analysis revealed the third theme, that is, that the respondents view **“Research as challenging yet fulfilling”**.

Table 4: Positive research predisposition

<i>Positive Research Predisposition (PRP)</i>	<i>Mean ($\bar{x}$)</i>	<i>SD</i>	<i>Interpretation</i>
PRP1	5.01	1.40	Positive attitude
PRP2	4.99	1.22	Positive attitude
PRP3	4.87	1.45	Positive attitude
PRP4	4.67	1.41	Positive attitude
<i>Average Mean for PRP</i>	4.88		Positive attitude
<i>Average SD for PRP</i>	1.37		

This implies that despite the anxiety and fear that respondents face before taking research courses, this feeling was changed over time, as the respondents

take research courses. In a nutshell, Li et al. (2012) emphasised that students who have strong self-efficacy in research techniques put in more effort in their studies. Further, Akpinar and Kantarci (2026) recommends strengthening research methodology training for early researchers; can foster a positive predisposition. Students that demonstrate low self-efficacy in research, on the other hand, are unable to demonstrate a better attitude toward research and receive poor grades in their studies. Table 5 shows the summary of students' attitude towards research.

Table 5: Students' attitude towards research

<i>Indicators</i>	<i>Mean ($\bar{x}$)</i>	<i>SD</i>	<i>Interpretation</i>
Research Usefulness (RU)	5.61	1.44	Positive attitude
Positive research predisposition (PRP)	4.88	1.37	Positive attitude
Research Anxiety (RA)	3.05	1.49	Negative attitude
Overall Average Mean	4.51		Positive attitude

If the mean ($\bar{x}$) computed value is >4 , it is interpreted as *positive attitude* and if the mean computed value is <4 it is interpreted as *negative attitude*.

Table 5 shows the students' attitude towards research. It can be seen from the table that the respondents have a generally positive attitude towards research, evident by the overall average weighted mean of 4.51.

Student attitudes toward research are related to academic success, and they can influence work performance. Students who do not understand the value of performing research when they enter the industry will have a negative attitude toward research. Belief in the utility of research can alleviate research anxiety and promote research interest. As a result, it is vital to introduce students to research. Training and student participation in research can enhance students' attitudes toward research.

Significant Difference Between the Attitude towards Research and Sex and Year-level of the Respondents

This study explored the students' attitudes towards research through the Revised Attitude towards Research Scale by Papanastasiou and Schummaker (2014). Further, the study tested the significant difference between the attitudes towards research of male and female respondents, as well the significant differ-

ence in the attitudes towards research between second year, third year, and fourth year level undergraduate students. The succeeding sections elaborate the findings of the study.

Attitude of Male and Female Respondents

The attitude towards research between male and female respondents of the study were explored using F-test Two-Sample for Variances. The null hypothesis tested in this study is $H_0 = \text{There is no significant difference in the attitudes towards research of male and female respondents}$. Table 6 shows the result of the F-test Two-Sample for Variances.

Table 6: F-test two-sample for variances

Statistical measures	Female	Male
Mean	5.179238237	5.056561086
Variance	0.182182037	0.144422079
Observations	13	13
df	12	12
F-value	1.261455579	
P(F<=f) one-tail	0.34694558	
F Critical one-tail	2.686637112	

The decision rule for using F-test Two-Sample for Variances is that “If the F-value is greater than the F critical value, the null hypothesis is rejected”. Since the computed F-value of 1.261455579 is less than the F critical value of 2.686637112, the H_0 is accepted, and there is no significant difference in the attitudes towards research of male and female students.

This implies that the male and female respondents’ attitude does not differ from one another. Both male and female respondents show anxiety towards re-

search, yet have a positive predisposition, and view research as useful. Congruent to the study of Kaku-pa and Xue (2019) and Finlac and Pedroso (2025), gender differences do not have variance. Both sexes give out the same view and attitude towards research.

Attitude of Second-, Third- and Fourth-Year Level

To establish whether the attitude towards research varies between the different year levels, that is, second year, third year, and fourth year, this study explored its variance using the Analysis of Variance (ANOVA) Single Factor. The null hypothesis tested in this study is $H_0 = \text{There is no significant difference in the attitudes towards research of second year, third year, and fourth year respondents}$. Shown in Table 7 is the result of one-way ANOVA.

In Table 7, the p-value of 0.022 is lower than the significance level of 0.05, and hence, the study rejected the null hypothesis. Similarly, the computed F-value of 3.26 is lower than the F-critical value of 4.25, this gives the study strong enough evidence to reject the null hypothesis. This implies that the students’ attitude towards research varies as they move up the academic ladder. It is inferred that the second-year students have reservations towards research but as they move to third year, these reservations turn into liking research, and upon the completion of undergraduate research in fourth year, generally, students have experience fulfillment and satisfaction in research. This gives them the idea that research is indeed challenging and transfiguring.

Supported by the qualitative results, the thematic analysis surfaced two themes relevant to these

Table 7: ANOVA: Single factor

Summary						
Groups	Count	Sum	Average	Variance		
4 th year	13	67.15	5.17	0.14		
3 rd year	13	64.94	4.99	0.46		
2 nd year	13	59.2	4.55	0.31		
ANOVA						
Source of Variation	SS	df	MS	F-critical	P-value	F value
Between groups	2.59	2	1.29	4.25	0.022	3.26
Within groups	10.96	36	0.30			
Total	13.55	38				

findings. Respondents' responses to interview questions surfaced two themes that characterises research "as part of everyday life and as a requirement in school/workplace". At the end of the four-year program, it is hoped that students have acquired the different skills that are needed in conducting research as well as to have developed a generally positive attitude towards research. Learning research does not happen in a blink of an eye, it is a continuous and rigorous process of failing and trying, and eventually, mastering the craft of research from proposal, implementation, to publication.

Significant Relationship Between the Three (3) Factors of Research Attitude

This study tested the relationship between the three factors of research attitude to further establish the validity of results. The study employed Pearson-r Coefficient Correlation to test the following hypotheses:

H_{01} = There is no significant relationship between the factor of Research Anxiety and the factor of Positive Research Predisposition

H_{02} = There is no significant relationship between the factor of Research Anxiety and the factor of Research Usefulness

H_{03} = There is no significant relationship between the factor of Positive Research Predisposition and the factor of Research Usefulness

Table 8 shows the result of the treatment using Pearson r coefficient correlation and Table 9 shows the correlation data.

As shown in Tables 8 and 9, there was a strong positive correlation between Research Anxiety and Positive Research Predisposition denoting that the respondents' research anxiety alters their outlook to-

Table 8: Pearson r coefficient correlation

Indicators	Pearson r	p-value	Decision Rule	Interpretation
Research Anxiety (RA) to Positive Research Predisposition (PRP)	0.945	0.055	If $p < r$, accept H_0 If $p > r$, reject H_0	Reject H_0
Research Anxiety (RA) to Research Usefulness (RU)	-0.229	0.771		Accept H_0
Positive Research Predisposition (PRP) to Research Usefulness (RU)	-0.231	0.769		Accept H_0

Table 9: Coefficient correlation

Indicators	Research Anxiety (RA)	Positive Research Predisposition (PRP)	Research Usefulness (RU)
Research Anxiety (RA)	1		
Positive Research Predisposition (PRP)	0.945	1	
Research Usefulness (RU)	-0.229	-0.231	1

wards research. Since the correlation is strong, it may imply that the students' research anxiety may hamper how they perform and conduct research. In contrast, there is a weak negative correlation or a negligible correlation between Research Anxiety and Research Usefulness, and Research Usefulness and Positive Research Predisposition, which means that the research anxiety as well as positive research predisposition of the students does not affect how they view research as useful. Significantly, the respondents' attitude towards research may vary either positive or negative, depending on how they view research. This findings is similar to the bibliometric analysis conducted by Valenzuela Ochoa et al. (2026) where the different factors of research attitude varies and with respect to the gender or sex differences were studied by several researchers across the globe obtaining the same varying results across educational contexts.

Inputs for Research Enhancements Based on the Results of the Study

This study unraveled students' attitudes towards research. Grounding the quantitative results and qualitative results of this study, the following inputs for possible research enhancements were formulated:

- A need for a policy on undergraduate educational research concerning its conduct from proposal development, data gathering and analysis, and final reporting should be established to lessen students' research anxiety.
- Currently, Research 1 is placed in the first semester of third year and Research 2 is placed in the second semester of third year. In third year, students are expected to take major cours-

es, which in turn could lead to anxiety as students grapple between courses. To minimise this, the conduct of research seminars and training should be conducted prior to the enrolment to research courses.

- c. Heighten exposure to research activities like research symposium, presentations, and colloquia. This will enable students to appreciate research as part of the school culture.
- d. Textbooks for Research 1 and 2 could be crafted to provide a baseline guide for the students as they journey towards the completion of their respective degrees.
- e. Capacitating research instructors and professors, research advisers, the oral examination committee and other people involved in the students' research journey should be given strong training and knowledge update on the rudiments of an ethical and technical research report.

All these inputs were anchored on the gathered quantitative data and qualitative data that were generated from the responses of the respondents, and the following themes have emerged in the thematic analysis:

- ♦ Theme 1: Developing a genuine passion and love for research, which elaborates that research as a subject should not be taken for granted, as it has become a necessity among academicians and institutions. It has emerged as one of the parameters and indicators of the institutions and scholar's reputation.
- ♦ Theme 2: Advocating for personal and professional development, which explains that research encompasses both the personal and professional developments of an individual as it is their way of carving their own niche in the academe.

These inputs were partially similar to the study conducted by Quintos Jr et al. (2026) where they have studied the research formatting in their institution. Aligning the research curriculum within schools can soon impact the research attitudes of the students and thus, lessening the dilemma in research writing.

CONCLUSION

This study has explored the attitudes of students towards research. The respondents have a generally positive attitude towards research, supported by the

findings that the respondents' views research as useful to their academic and professional careers, they have generally positive research predispositions, which in turn is affected by research anxiety. Moreover, there was no significant difference between the attitudes toward research of male and female respondents, but there is a significant difference between the attitudes of students in different year levels. Furthermore, the study revealed that there is a significant relationship between research anxiety and positive predispositions, and a negligible relationship between research anxiety as well as positive research predisposition and research usefulness. Inputs for research enhancements were deduced, inferred, and grounded by quantitative and qualitative measures. Additionally, this study proves its importance, as it gives insights to school administrators, directors, deans, research professors and instructors, as well as students, on the current pulse of students' attitudes towards research. This study also contributes to the expanding knowledge base of understanding how the present curricula address students' concern, thereby, effecting radical changes in future curriculum development.

RECOMMENDATIONS

Utilising the convergent parallel strategy proves to be appropriate in unearthing the attitudes of students towards research. The study has explored the multifacets of student learning in research using the R-ATR scale. Inputs to enhance research enhancements were grounded through the quantitative and qualitative measures, thereby providing solid bases for the inputs of the study, thus, being recommended by the study. Moreover, the limitations perceived by the study, such as but not limited to, participation of the respondents, the methodology used, and deepening of the scope of the study is recommended. The study, further, moves to urging researchers to conduct exploratory studies to know the current status quo of the problem prior to delving into the unknown without knowing what is obvious.

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