

The Status of Research Graduates and their Purpose for Research in the Future

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Abstract: *The purpose of this study was to find out the relationship between the cognitive and affective attitudes of the students in the study and their purpose of conducting the research. To support the purpose of the research, ideas related to the attitude and behavior of the person, the concept of academic research was reviewed and studies related to the current study were also reviewed. The study uses descriptive research that is consistent with measurement. The study participants were all students of the Master in Business Administration of the Word of God colleges in the Ilocos region. Details were collected through verified queries. To translate the data, mathematical tools used as mean weight were used to determine the level of understanding and touch of students and their intended purpose of conducting research. While Pearson r was used to determine the relationship between cognitive and behavioral attitudes and the ethical purpose of conducting research. Research has found that there is a link between cognitive and emotional attitudes, both positive and negative attitudes, in relation to research and the purpose of research. Therefore, the research hypothesis is accepted.*

Keywords: Attitude, Affected Mind, Moral Purpose, Research, Attitude and Human Behavior

I. INTRODUCTION

The research topic is included as one of the core topics for Graduate School Students. All students must take a course and must produce a research result as a standard requirement. I believe that the reason why that subject is included in Graduate courses is because research is the source of any progress in society. The quality of life cannot be separated from research. A new product or service is a research product. That is the reason why every industry or business should have a research unit. It is based on the belief that there is nothing new or new development like the emergence of blue without research. It is well known that product innovation or new teaching is based on research. With the advent of innovation in many areas of health, people are not able to enjoy the current state of health with its very new technology without research. Life becomes easier and more comfortable because of research. Recognizing its importance to human development and social welfare, research becomes an important subject in school, not only in high school but also in Senior High School.

In fact, the school should be based on research because that is where new discoveries are made and where research is done. Therefore, schools are considered a training ground for all future physicians and founders. In this regard, it is the responsibility of schools to equip everyone with the knowledge and skills to do research. To achieve this goal, the task of teachers is to spread the idea of research and to teach how to do it. In this regard, they should know how to do research and only then, can they encourage students, future designers to do research. But it is sad to say that many are still afraid of research, finding it difficult or difficult (Monir, and Bolderston (2009), Oguan, Bernal and Pinca (2014). Studies have shown that teachers and students find it difficult to do research. negative about research. In the midst of this fact, current research would like to delve deeper into the positive and negative aspects of student research and find out if this trend affects their research ethics program.

A) Objective of the Study

The study aims to find out whether students are interested or not interested in research and to find out if they will write their own research. The results of the study will be used as a source of information for decision-makers regarding research going to the Graduate School and to determine ways to make the study more enjoyable. The result of this research may be contributing to the management of the school reviewing research policies especially for graduate students.

II. THEORETICAL FRAMEWORK

A) Understanding Human Attitude

Attitude is a person's reaction to an object, behavior, person, institution, event or other element that discriminates against the individual's world (Ajzen, 1993). Ajzen argued that there could be many definitions of attitude from different theaters, however, there is a common consensus among them that such attitudes are balanced (Bem, 1970, Edwards, 1957, Fishbein & Ajzen, 1975). In the sense that the magnitude of the attitude can be measured and evaluated. Ajzen (1993) observed that although an attitude is inaccessible to perception because it is within the human mind or invisible but can be measured by the reaction or responses of a person to an attitude that may or may not be desirable to an object, people, institution, event or situation. There are three stages of response or response and they are cognitive, tactile and verbal responses (Allport, 1954, Hilgard, 1980, Rosenberg & Hovland, 1960). This is a manifestation of an invisible or hidden state of affairs (Ajzen, 1993). The comprehension component refers to beliefs and thoughts about a subject, object, person, institution, event, etc. It is about the identity and knowledge of that person in relation to the subject, object or person. The affected part of an attitude is emotional response to a story, object or person. It is the way a person feels when confronted with a story, object, person or institution. It is still a psychological reaction that may be verbally or verbally expressing feelings about a subject, object, person or institution. Such reactions can be either positive or negative. While the integrating part of an attitude is the result of an attitude with a view to behavior or how an attitude affects a person's behavior. This can include plans, goals and commitments to planned behavior. These are the three elements of attitude and therefore, attitude is formed in the plural.

The question may be raised regarding the origin of the attitude: where do we come from? According to Ajzen (1993), a person develops such an attitude either as a result of watching a television program or by experiencing some form of exposure or experience. But Abun (2017) delves deeper into answering that question in relation to his argument about how to solve the environmental problem. According to him, that environmental problem is the result of human behavior and harmful human behavior arising from culture and therefore to solve the environmental problem is to re-examine culture that influences people's minds in looking at the environment. He argues that such an attitude is rooted in culture. His argument was based on the opinions of human scientists such as Donald (2002), Hofstede as quoted by Brown (1995). Donald (2002) argued that culture plays a vital role in the functioning of our brain and in the formation of the brain. He pointed out that language plays a major role in brain formation but culture influences brain function to a large extent as he writes:

The social environment encompasses a wide range of developmental issues, from integration and competitive pressure to facilitating social learning. This can affect brain function in many ways, but they often do not have a direct impact on the functioning of the active brain. However, cultural metaphors have a direct impact on our brains and affect how large parts of the upper brain are connected during development. This is an important concept based on the concept of deepening ... This process involves setting up very complex lines of intelligent demons (automatic programs) that ultimately indicate the possibility of new forms of thought. Culture binds active cords to the brain that would otherwise be impossible.

The view of culture and its effect on the functioning of the brain reflects the power of culture through the formation of human minds and perceptions of everything around them (Abun, 2018). Donald's View is similar to Hofstede's claim as quoted by Brown (1995) as he argues that culture is a collective system of the human mind that separates members of one individual group from others. Hofstede made it clear that this custom is reflected in the way people think, feel, and act. Explaining Hofstede's concept, Armstrong (1996) argues that there is a relationship between culture and moral

ideas. In other words, the moral climate is shaped by a particular culture. A person considers an object, a title, a person or an institution to be negative or positive, positive or negative because he or she has been taught by the culture of a particular community in which he or she lives. What he learns in culture will be his views on a particular topic, object or events, etc. Who will meet him.

B) Understanding Human Behaviour

Understanding the underlying cause of human behavior may help to revisit the views of William James, a pragmatist, psychologist, as suggested by Lawler (2006). James argues against the idea that all human behavior is the result of experience but not of the brain or the mind. Although James has observed that humans are governed by the instincts of other animals, the behavior of humans and animals is very different from that of animals. James went on to explain that although humans are animals with great sensitivities, they will not automatically respond to natural instincts, just as lowly animals do because humans have a mind or a reason. It is part of the reason. The reason should be to create more pressure to reduce the other pressure. Making the problem a major cause of human behavior, Ridley (2011) turns his attention to the natural paradigm of comparative magnification to bring the first known account of the origin of human behavior to this unique question: "what makes us who we are?" This question has to do with the fundamental question of why people behave the way they do and how they behave the way they do.

The quick answer to these questions may point to the context in which human beings are separated from the animal for a reason or a reason. However, Nohria, and Lawrence (2003), instead of pointing to the mind or the mind as the source of human behavior, identified four indicators or qualities that shape human behavior. According to him, these drives or attributes are important to understand why people behave the way they do. These attributes or drivers are in conflict and do not work automatically. They force us to make deliberate decisions and to choose a degree of freedom. According to this argument, driving or the qualities that shape our personal behavior first, drive to achieve certain things, physical and emotional experience, to maintain health and to improve the social status of others in relation to others. Second, drive to create relationships, be in a team and build long-term relationships and care for others. Third, call for understanding including self-awareness and your environment. Fourth, driving and defense. These are the qualities we need to understand why we are behaving in a certain way.

In other words, human behavior is driven by purpose, not by any other animal. Recent controversy brings us to the concept of Ajzen's formal behavior (1985, 1987, Ajzen & Madden, 1986). The concept of organized behavior (TPB) is an extension of the doctrine of logical action to explain the relationship between attitudes and behaviors within human action. The Reasoned Action Theory (RAT) states that the reason for taking the action will determine how a person will behave according to his or her intended behavior and past behavior. The theory is that a person will behave according to the expected effect that the person expects to receive as a result of committing that behavior (Fishbein and Ajzen, 1975, Ajzen and Fishbein, 1980). If the RAT focuses on this reason, while the central focus of the Theory of Planned Behavior or TPB is an individual's goal of performing a particular character. There are three independent signs of purpose. Deciding to start with a moral attitude. At the level, the person performing the particular behavior should evaluate whether the behavior in question is attractive or not. The second decision is a social factor or subordinate practice. At this stage, the person performing the act must assess whether the community agrees or disagrees with the action or conduct. Third is the novel opposition of purpose. This refers to the apparent ease or difficulty of conducting the behavior and is thought to reflect previous knowledge in the conduct of the behavior and the expected barriers and constraints in performing that behavior. It suggests that where favorable attitudes and practices are more conducive to morality, and where it controls behavioral control, the strongest should be the individual's goal of making the behavior imaginable (Ajzen, 1993). In short, the concept of organized behavior states that the intention of people who have the power to perform certain behaviors, or the intention of people who have the power to achieve their moral goals is where they engage in such behavior. However, Ajzen (1993) warns us that the success rate does not depend on the goal but on the circumstances that may prevent us from seeing the intended behavior and this may include opportunities and resources such as time, financial skills, and other requirements. These things represent real moral control. In addition, as TPB is concerned about perceived behavior, some ambiguous behavior may not be possible due to a lack of information

about behavior, needs have changed and when other unforeseen factors come into play.

C) The influence of Attitude Toward Behaviour

Psychologically, an attitude is defined as a set of emotions, beliefs, and behaviors in a particular object, person, thing, or event (Banaji & Heiphetz, 2010). It tends to learn to evaluate or look at things in a certain way so one can have positive or negative reviews or perceptions of certain things, events, habits, etc. A person's exploration or perception of an object or experience is not unique to the disclosure of information. It has been a common understanding and consensus that attitudes are the result of experience, upbringing / education and social interaction. Experience or upbringing or education can have a powerful effect on mood. However, because attitudes are not independent of nature or experience, it is also accepted that attitudes are strong in the sense that they are tolerant and at the same time can also be changed (Cherry, 2019).

Most of the previous research on attitudes that were accepted as given that attitude had an impact on behavior. The background of those studies was influenced by the views of early social psychologists that attitude is the key to understanding human behavior (Thomas & Znaniecki, 1918, Watson, 1925). This view was taken lightly for some time until recent studies prove otherwise. Some researchers challenged previous thinking on field studies on the relationship between behavior and behavior and their studies found that there was no interaction or minimal interaction between attitude and behavior. For example, Corey (1937), Freeman and Attaoev, (1960) as quoted by Ajzen (1993) conducted research on the attitudes of college students at the beginning of the semester and provided many opportunities to cheat by allowing them to earn their own points for the exam. His experiment found that there was no correlation between students' attitude and their cheating behavior (Ajzen, 1993, p. 74). Even recent studies support the study of Corey (1937).

For example, Dean (1958) conducted research on union attitudes and participation in trade union meetings, and his research found no merit. A similar study was also conducted by Wicker and Pomazal, (1971) on the attitude of participating in the study of social psychology and actual participation in the class of social psychology. Their studies did not meet. Recent findings especially in Wicker's (1969) research seem to disprove the first notion of social psychologists that attitudes are the key to predicting behavior. The results of those studies have cast doubt on the value of learning personal status and morals. In the 1970s many social psychologists accepted the erroneous conclusion of the relationship between status and morality. Instead of studying the relationship between attitude and behavior, they promote the study of social status and norms as determining factors in predicting a person's behavior or action (De Fleur and Westie, 1958, Deutscher, 1969).

However, given those negative results, some psychologists, especially Ajzen and Fishebin (1977, 2000,) still maintain that attitude as important in predicting behavior (Allport, 1968). Allport (1968) still regarded attitude as "the most important and most important concept in American Social Psychology" (p. 59). Some social scientists who oppose the negative findings of early research say that inconsistencies are not consistent with attitudes and behaviors themselves but may be due to many factors such as response bias, mood swings, and dynamic ratings. Depending on the bias of the response, they argued that there is a tendency to provide positive social responses in psychosocial and personal literature and at this point, they recommend the need to adopt attitudes that are subject to systematic bias (Ajzen, 1993). With regard to the variability of attitudes, they pointed out that multiple mental measurement processes have led to the finding of single points that indicate a positive or negative response of a respondent to an attitude factor. According to them, focusing on one grade did not do them justice in mental confusion (Allport, 1935). One formulation is as opposed to an attitude as the construction of many elements that include comprehension, parallel object and conation (Rosenberg and Hovland, 1960). Lastly, the inconsistency is due to variable testing.

They argued that the level of morality in the same way is considered to be assessed by factors related to the person performing the behavior such as self-awareness, efficiency, self-awareness, experience, self-confidence, and feeling and lack of knowledge or knowledge. They also present the situation as a variation of modeling such as the pressure of time or conditions surrounding behavioral performance (Ajzen, 1993). Recent research by Abun (2018) and Fitzsimmons and Douglas (2005) has confirmed static and behavioral consistency. Abun (2018) measured the relationship between

nature and environmental behavior and research has found that natural attitudes predict the behavior of students and staff by nature. In addition, he also researched the nature of the business and the future purpose of setting up a business and the findings also showed consensus. The research by Fitzsimmons and Douglas (2005) also found that business trading strategies are important in defining a career decision in the future and their purpose for entrepreneurship.

D) Research in Education

Life did not go as far as we did right now without research. Life is better and happier because of research. We could not enjoy boarding a plane, a car, a motorcycle, a ship, a cell phone without research. Life becomes easier, work is easier and faster, travel is shorter, products continue to change as a result of research. In line with these developments, we cannot deny the fact that what makes the difference between countries is one, one school from another, one business from another, one teacher from another research. The United States is faster in terms of technological advances compared to other countries because of research. Research and development are two inseparable topics because one cannot talk about development without research. In line with this, in 1965, David Novic as quoted by Godin (2003) and Lane (2010) suggested, "We should stop talking about research and development as an organization and evaluate research itself and development as a different and different work".

In short, a key role of research is to help a person become healthier (Ariola, 2006). Research is very important in human growth and plays an important role in our daily lives. We can say what Zarah (2019) says about the importance of research which can include building knowledge and facilitating learning. It is a process of collecting and analyzing data on existing problems in order to gain an understanding of the problem under study (Swindoll, 2012). This concept alone gives us the broader value of research that through research we gain knowledge, new insights into many health problems and help us make decisions or solve problems more effectively. Almost all aspects of health problems and their development can be solved by research. Research makes life easier and better.

Therefore, research is everyone's business. But in the context of the study, research is not so simple. Research becomes an educational period that is consistent with the meaning of education. Research carefully analyzing problems or conducting a detailed study of specific issues or problems using the scientific method (Reddy, 2019). By this definition, we can say that research is not the inner knowledge that everyone knows about nature as a human being. Research should be done on how to do it through education. One has to know a theory or method of research and know how to use that method in real research. Problem solving and finding new solutions should follow a research process that can be started with problem statements, perspective and how to investigate problems before finding a solution to a problem (Ariola, 2006). As we have previously emphasized that research is not internal knowledge but is studyable. This concept brings us to the field of education. Education is to teach people how to do research. This is the first thing students are told when they enter a university or college. The aim is to inform students on how to do subject research, to connect students to research, to encourage students and teachers to think about the research process so that they can position themselves for greater learning, and to promote a culture of teaching (Groessler, 2017). In short, educational research actually directs the minds of students and even teachers themselves that education is actually researching. Research is a culture of education, in the sense that it is the business of everyone, not only teachers but also students. The educational process should be the result of research and the interaction of students and teachers in the classroom should lead them to research or research.

The above argument leads us to say that teaching and learning involve research. These two, teaching and learning are inseparable topics for teachers and therefore research is a must for teachers and students. Teaching, learning and research are the main concerns of education, a major concern for teachers and students. According to this it means that the work of teachers is teaching and at the same time doing research and the work of students is learning through research. As a teacher, her job is to teach but in order to teach effectively, she has to do research. In other words, teaching should be based on research. To improve their teaching and learning, a teacher needs more time to research, publish, and present. The research is not limited to the research work itself but should be published in the appropriate journal and eventually presented. Both teaching and research can help a teacher to develop understanding in his or her field, improve his or her knowledge and communication skills, and use his or her ability to select and edit content

effectively. As students, reading not only reads and listens to teachers but also enhances knowledge through their research or research.

III. RELATED STUDIES ON ATTITUDE TOWARD RESEARCH

It is said that one of the hallmarks of a well-established work ethic is its ability to do research to grow its unique field of professional knowledge. It is expected that all people in business, educating or working in health care should be aware of research and should do research. Service delivery is only possible if there is research on various areas of service. However, it is sad to say that not all people who do this work do research. The reason is simple, that not all people have a positive or positive attitude towards research and do not have enough knowledge and skills regarding research. Research evaluation studies were conducted by most researchers but those studies were limited to the attitude of research and few researchers were made to measure the impact of that attitude on actual research or the purpose or plan for research in the future. Many studies have been conducted to measure students' attitudes in all aspects of research. For example, Shaukat, Siddiquah, Abiodullah and Akbar (2014) have attempted to gauge the attitude of graduate students about research in Pakistan. The study focuses on the idea that students hold positive views on various aspects of research. In line with such a hypothesis, five structures have been investigated mainly for the use of job research, research concerns, a positive view of research, the relevance of research into health, and the complexity of research.

The results were compared between male and female. The study found that the male was more positive in terms of research than the women in the five structures. These findings also confirmed the findings of Oguan, Bernal, and Pinca (2014) that male students have more confidence compared to their female counterparts.

However, similar research by Bibi, Iqbal and Majid (2012) argues that male and female students have a similar attitude towards research. In the same interest, Belgrave, and Jules (2015) conducted research on students' attitudes toward research. The study also found that students had a positive attitude towards research and confirmed the view that students' views on research performance and its rational use in real-life situations lead to positive attitudes towards research. A positive attitude can be the result of knowledge in research as outlined by Hofmeister (2007), Kakupa and Zue (2019) and Seher (2018). By comparing the attitude of Master and Doctoral students with research, their research found that Doctoral students have a better attitude towards research compared to Master's students. Students with high exposure to scientific research had a positive view of research (Seher, 2018). Thus, research has shown that exertion is positively related to a positive attitude towards research as shown by Oguan, Bernal, and Pinca (2014) that those with higher academic qualifications and academic qualifications show a positive attitude towards research (Rezaei, 2013).

Therefore Memarpour, Fard and Gesihemi (2015), Monir, Bolderston (2009) proposed to provide greater access to data to solve problems related to the autonomy and effectiveness of research. In addition to the positive attitude towards research, there have been many studies that also indicate a negative attitude towards research. Monir, and Bolderston (2009) had pointed to their study of students' attitudes and perceptions of research. Research has shown that students have a negative attitude towards research and because of such a negative attitude, students are less interested in doing research. They argue that the general lack of interest in research is the most common reason why students do not participate in research. This was further confirmed by Oguan, Bernal and Pinca (2014) that many students have a negative attitude towards research and find it difficult to do research. Although students see its usefulness and importance, they also find it difficult to worry about research (Al Furaikh, et.al, 2017) and this attitude is caused by their ignorance of research as pointed out by Kleinbaum and Swenson (1984), Kumari et et al (2018). Feeling that it is difficult to do research discourages students from doing research as it is found that this is one of the reasons why graduates do not complete their studies (Kleinbaum and Swenson, 1984). In terms of attitudes and intentions for future research, previous studies have a mixed response. Although students have a positive attitude towards research and see research as useful in their field and motivation, however, research has shown that a positive attitude will not always work, it will not translate into a future research program. They cited several reasons for this. For example, Siamian (2015) in his study found that students have a very positive attitude towards research, and it is useful in their lives but such a positive attitude is not consistent with their future research plan.

They have somehow shown the reasons why they are reluctant to go to the study for access to resources and research facilities. In addition to the availability of research facilities, students also expressed a lack of knowledge in supporting scientific and environmental research (Soe, et.al, 2018), lack of leadership, funding and technical training (AlGhamd, et.al, 2014), Al Furaikh (2017), lack of knowledge in scientific activities (Seher, 2018), lack of time for educational activities (Abulata, et. Al, 2019), lack of literature and record keeping, (Basudan, et.al, 2019). However, the findings may not be definitive because some studies have also found that positive attitudes and hard work go hand in hand with conducting research. For example, Rezae and Miandashti (2013) conduct a study on the attitude and self-efficacy of Master of Science student and Doctoral students toward research, the study found that students who have high self-efficacy and positive attitude toward research correlated to the number of published research paper. Likewise Basudan, et.al (2019) conducted a study on the accountants' and specialists' attitude toward research and the study found that majority of them have positive attitude toward research and are willing to conduct research and are willing to apply research outcome in their practice and they also believed that by conducting research helps their profession and increases their knowledge. It was also found that students who have training in research have positive attitude toward research and possibility to conduct research (Kumari, et.al, 2018).

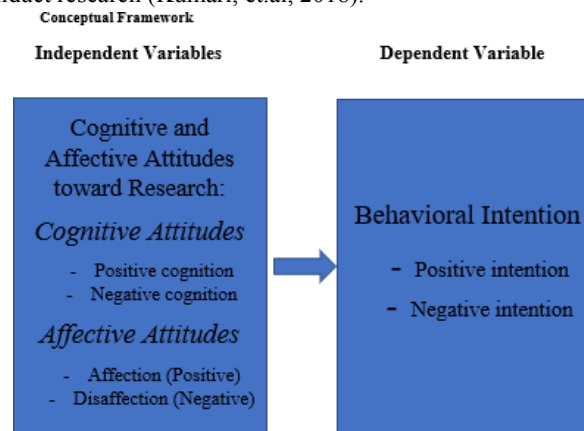


Figure 1: The conceptual framework reflects the independent and dependent variables. Indicates one variable affecting another variable. Attitude affects the purpose of behavior.

A) Statement of the Problems

Research seeks to determine students 'behavioral relationships in relation to research and how it affects students' ethical purpose of conducting research. Specifically, it seeks to answer the following questions:

1. What is the students' attitude towards research in terms of
 - a. Good understanding
 - b. Misunderstanding
2. What is the students' attitude towards research in terms of
 - a. Love
 - b. Blurred vision
3. What is the purpose of student conduct in conducting research in terms of
 - a. Good intention
 - b. Negative intent
4. Is there a relationship between cognitive and affective factors in relation to the research topic and the purpose of the students' research conduct?

B) Thinking

Research assumes that attitudes toward research affect the ethical purpose of doing research and can be measured. Attitude has the function of guessing and helps us to explain human behavior.

C) Hypothesis

Ajzen (1985, 1987), Ajzen & Madden, (1986) have argued that attitudes affect people's behavior and support this view, the current study states that students' attitudes towards research affect their intention to conduct research in the future.

IV. METHODOLOGY

Research is carried out by appropriate research methods such as research design, data collection instruments, population, study area, data collection processes and data statistical treatment.

A) Research Design

As this study is a limited study it has therefore used a combination of related research and assisted with research to determine the level of student behavior in relation to research and ethical objectives to conduct research. A descriptive type of study to explain the findings of data collected through questionnaires and statistical treatment. It is also used to describe profiles, frequency distribution, to describe the characteristics of people, status, events or relationship dynamics. In short, it defines "what" in terms of data (Ariola, 2006, cited by Abun, 2019). In line with the present study, a descriptive method was used. Research determines the level of attitude towards research and its association and a research strategy. This was to determine what the students' attitudes towards the study were and what attitudes were affecting the ethical purpose of the research.

B) Study Area

The study area was the Word of God colleges in the Ilocos region containing the Divine Word College of Vigan. Vigan Divine Word College belonged to the province of Ilocos Sur and is located in the Vigan city center. The Divine Word College of Laoag is located in Laoag City, Ilocos Norte. Colleges of the Word of God in the Region I am led by the Church of the Word of God or known as the Social of the Divine Word or in Latin, the Socasas Verbi Divini (SVD).

C) Population

The number of study people was made up of all the MBA graduates of the Word of God Colleges in the Ilocos region. Since the total number of MBA graduates is limited, the full calculation is a sample design study.

D) Data Collection Tools

The study used validated questions. Questionnaires were adapted from the ATR scale or Papanastasiou Research Scenario (2014).

E) Data Collection Procedures

During the data collection process, the researcher sent letters to the College President, asking them to allow the researcher to submit his / her questions to the college. The researcher met in person with the President and the students and asked them to answer the questions. The return of the questionnaire was arranged between the Presidential representative and the researcher with the help of staff and college technology.

F) Data Mathematical Data

In conjunction with research as descriptive research, therefore descriptive statistics have been used. The weighted definition is used to determine the level of research attitude and the purpose of the research and Pearson r is used to measure the interaction of the research context and the research ethic. The following ranges of values with their descriptive interpretation will be used:

Statistical Range	Descriptive Interpretation	Overall Descriptive Rating
4.21-5.00	<i>strongly agree</i>	<i>Very High</i>
3.41-4.20	<i>Agree</i>	<i>High</i>
2.61-3.40	<i>somewhat agree</i>	<i>Moderate</i>
1.81-2.60	<i>Disagree</i>	<i>Low/High</i>
1.00-1.80	<i>Strongly disagree</i>	<i>Very Low/Very High</i>

V. FINDINGS

The presentation of the findings of the study is following the arrangement of the statement of the study. The study wants to determine the relationship between cognitive and affective attitude of students toward research and their behavioural intention to conduct research. It seeks to answer specifically the following questions:

1. What is the cognitive attitude of students toward research in terms of
 - a. Positive cognition
 - b. Negative cognition

Table 1: Student’s cognitive Attitude toward Research as to positive and Negative Component

Indicators		Mean	DR
a. Positive Component			
1	Research is useful for my career	4.53	SA
2	Research is important for enriching my knowledge	4.65	SA
3	Research should be indispensable in my professional training	4.21	A
4	Research should be taught to all students	4.13	A
5	Research is useful for every professional	4.47	A
6	Research is very valuable for human life	4.40	A
Composite Mean		4.40	A
b. Negative Component			
1	Research is difficult because it follows certain method of investigation	3.56	A
2	The concept of research is hard to understand	2.76	SWA
3	Research is irrelevant to my career	1.89	D
4	Research complicates my work	2.21	D
5	Research should not be part of teaching requirement	1.93	D
Composite Mean		2.47	D

Legend

4.21-5.00	<i>strongly agree</i>	<i>Very High</i>
3.41-4.20	<i>Agree</i>	<i>High</i>
2.61-3.40	<i>somewhat agree</i>	<i>Moderate</i>
1.81-2.60	<i>Disagree</i>	<i>Low/High</i>
1.00-1.80	<i>Strongly disagree</i>	<i>Very Low/Very High</i>

Based on the data gathered, it reveals that as a whole, students’ cognitive attitude toward research in terms of its positive component is 4.40 which is interpreted as “agree” or “high”. This is supported by its individual items. Taking it singly, it shows that students agree that research should be indispensable in the professional training (4.21), should be taught to all students (4.13), is useful for every professional (4.47), and very valuable for human life (4.40). Students even strongly agree that research is useful for their career (4.53) and it is important for enriching knowledge (4.65).

The result of its negative component is supporting the positive component. The data reveals that as a whole, students’ cognitive attitude toward research in terms of its negative component is 2.47 which means disagree. Taking it singly, the data indicates that students disagree that research is irrelevant to their career (1.89), research complicates their work (2.21), and they disagree that research should not be part of teaching requirement (1.93) but they agree that research is difficult because it follows certain method of investigation (3.56) and somewhat agree that the concept of research is hard to understand (2.76).

2. What is the affective attitude of students toward research in terms of
 - a. Affection
 - b. Disaffection

Table 2: Student’s affective Attitude toward Research as to positive and negative Component

Indicators		Mean	DR
a. Positive Component			
1	Research is interesting	3.92	A
2	Research is enjoyable	3.60	A
3	Research excites me	3.54	A
4	Research makes me great	3.82	A
5	Research gives me a great feeling	3.70	A
Composite Mean		3.72	A
b. Negative Component			
1	Research makes me nervous	3.12	SWA
2	Just thinking of research is stressful	3.12	SWA
3	Thinking of research makes me anxious	3.10	SWA
4	Research scares me	2.80	SWA
5	Research makes me upset	2.50	D
6	Research gives me headache	2.70	SWA
Composite Mean		3.07	SWA

Legend

4.21-5.00	strongly agree	Very High
3.41-4.20	Agree	High
2.61-3.40	somewhat agree	Moderate
1.81-2.60	Disagree	Low/High
1.00-1.80	Strongly disagree	Very Low/Very High

Based on the data gathered, it shows that as a whole, students’ affective attitude toward research in terms of positive affection is 3.72 which means agree. Students agree that research is interesting (3.92), enjoyable (3.60), excites me (3.54), makes me great (3.82) and gives me a great feeling (3.70).

However, on the negative side of it, as a whole, students’ affective attitude in terms of their disaffection toward research is 3.07 which means they somewhat agree? They do not deny the fact that research makes them nervous (3.12), stressful (3.12), anxious (3.10), scares them (2.80) and gives them headache (2.70) but they disagree that research makes them upset (2.50).

3. What is the behavioral intention of students to conduct research in terms of
 - a. Positive intention
 - b. Negative intention

Table 3: Student’s Behavioural Intention to conduct Research

Indicators		Mean	DR.
a. Positive Behavioural Component			
1	I will employ research approach in my profession.	3.99	A
2	I have the skills to write and I will conduct research.	3.70	A
3	I will theories of research in writing my thesis	3.90	A
4	I am inclined to study the details of my research and will apply it in the future.	3.91	A
5	I will really conduct research.	3.85	A
Composite Mean		3.87	A

b. Negative Component			
1	Research is difficult and I cannot make it.		
2	I have no skills in research and I have no plan to do it.	2.21	D
3	I find it hard to understand the concept of research and I can't apply it.	2.06	D
4	I have no enough knowledge in research and I will never do it.	2.17	D
5	Even if I am promised of promotion for conducting research, I will not do it.	2.12	D
Composite Mean		2.11	D

Legend

4.21-5.00	strongly agree	Very High
3.41-4.20	Agree	High
2.61-3.40	somewhat agree	Moderate
1.81-2.60	Disagree	Low/High
1.00-1.80	Strongly disagree	Very Low/Very High

If you look at the behavioral components, the data show that overall, the purpose of the students' conduct of research is 3.87 which is interpreted as consensus. Even if things are taken alone, it shows that students agree that they will use the research method in their field (3.99), write skills and will do research (3.70), use research ideas in writing their thesis (3.90), tend to study research data and will use it (3.91), do research (3.85).

In the negative, overall behavioral area, the purpose of the students' conduct of research is 2.11, which means disagreement. Taking them for granted, students deny or deny that research is difficult and impossible (2.21), that they are incompetent and unpredictable (2.06), that they find it difficult to understand and do not do (2.17), that even they are promised promotions by research, they will not do it (2.12).

4. Is there a relationship between cognitive and affective attitudes toward research subject and behavioural intention of students to conduct research?

Table 4: Relationship between Cognitive and affective attitudes toward research subject, and behavioural intention of students to conduct research

		Behavioural Intention	
		Positive Intention	Negative Intention
Positive Cognition	Pearson Correlation	.455**	-.245**
	Sig. (2-tailed)	.000	.006
	N	122	122
Negative Cognition	Pearson Correlation	-.350**	.503**
	Sig. (2-tailed)	.000	.000
	N	122	122
Affection	Pearson Correlation	-.293**	.386**
	Sig. (2-tailed)	.001	.000
	N	122	122
Disaffection	Pearson Correlation	.517**	-.180*
	Sig. (2-tailed)	.000	.048
	N	122	122

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

If you look at its correlation between students' positive and negative perceptions and their ethical intent to do research it shows that both positive and negative perceptions are highly correlated at the 0.01 (2-tailed) level. It means that both of them affect their intention to do research in the future. Similar to good love and negative love, Pearson's combination shows that both love and inactivity in the study are highly correlated at the 0.01 (2-tailed) and 0.05 level (2-tailed) levels which means they both affect the way they conduct research purposes.

VI. CONCLUSION

Based on the findings, the study concludes that students' positive cognition toward research is high or agree and their negative cognition is low or disagree. In terms of their affection toward research, it is found that students' affection toward research is still considered high or agree and their disaffection toward research is moderate or somewhat agree. While in terms of behavioural intention, the data shows that students' behavioural intention to conduct research is high or agree and their negative intention to conduct research is low or disagree. Finally, the hypothesis of the study, that there is a relationship between students' cognitive and affective attitude toward research and their intention to conduct research is accepted because both cognitive and affective attitude of students toward research and their intention to conduct research are correlated significantly. Their cognitive and affective attitude toward research affects their intention to conduct research.

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