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ATTITUDINAL DISPOSITION OF GRADUATES AND UNDERGRADUATES TO EDUCATIONAL RESEARCH IN SOUTH WESTERN NIGERIA

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Abstract

The study examined the attitudinal approach of graduate and undergraduate students to educational research in higher institutions in South Western States of Nigeria. Descriptive survey research design method was adopted, with a population size of four hundred (400) graduates and undergraduates for the study. Three research questions were raised, while structured questionnaire was used by the researchers to collect data. Descriptive statistics of frequency counts, percentages and mean were used to analyze the data gathered. The findings showed that graduates and undergraduates formed poor attitudes towards educational research in Nigerian higher institutions. The factors shown to impact on graduate and undergraduate students' attitudes toward educational research include academic mentorship, accessibility of resources, funding, among others. There is a significant relationship between behavioural and cognitive aspects towards educational research among graduate and undergraduate students. Higher institutions are shown to play essential roles in educational research. It was recommended that graduates and undergraduates should follow ethical guidelines and standards when collecting and analyzing data, and they should report their findings accurately and honestly. Students should be inspired to attend academic seminars, conferences, workshops and symposia to ensure quality research works.

Keywords: Attitudinal disposition, graduates, undergraduates, educational research, Nigeria

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1. Introduction

Education is generally seen as a powerful tool that helps influence the behaviour of students based on their own needs and societal expectations. The attitudes of students towards educational activities are considered to be an essential aspect of the learning process. Attitudes influence the effort one is willing to put into learning a subject, as well as the selection of more advanced courses in similar areas beyond those with minimum requirements. According to Hogg and Vaughan (2005), attitude is an enduring organisation of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events, or symbols. Attitude is considered to have three dimensions, which include cognitive, affective, and behavioural (Faidah & Fauziati 2019; Gonzalez, *et al.,* 2021; Baharudin, *et al.,* 2019). These three dimensions are interwoven as thoughts and viewpoints influence someone's feelings and emotions, which inform the learning behaviours of individuals. This cuts across all forms of life, including educational research.

Educational research is the systematic collection and analysis of data related to educational matters. It involves a variety of methods and different aspects of education, which include student learning, teaching methods, teacher-student interaction, teacher training, and classroom management (Lodico, Spaulding and Voegtle, 2010). Research training closely engages the organised learning experiences offered to students with the view of equipping them with relevant knowledge and skills for efficient conduct of research. Such training is given in the form of coursework on research methods, seminars, workshops, conferences, peer review training, and statistical software training for analysis (Burke, 2018). Educational research affords students of higher institutions opportunities to extend the pool of existing knowledge by offering solutions to different challenges in pedagogy as well as improving teaching and learning practices. Questions that bother students' motivation, development, and management of the classroom are addressed (Best, 1970).

In higher institutions, a research project is a compulsory course that serves as a prerequisite for the award of a degree. It is seen as an important part of the curriculum for undergraduates and graduates, as it serves as a

connecting rod between quality of instruction and quality of life (Abun *et al.*, 2023). Mansfield (1972) recognised innovative goods and services as the product of research. This position was supported by Moustaghfir and Schiuma (2013). Shoemaker (1984) concluded that schools are to be research-based, where innovations are discovered and research is learned. It is therefore imperative to investigate the attitude of students in higher institutions towards this all-important intended skill. Hussain *et al.* (2016) posited that a positive attitude towards research is a key to success in new discoveries and advances in knowledge-based societies. Correspondingly, Siddiqui and Ahmad (2015) opined that knowledge gained through research is not based on assumptions, beliefs, or untested generalizations. It is therefore cautioned that to seek such knowledge, the right approach, accurate study, and reliability must be generated by the researcher.

Graduates and undergraduates tend to have some affective views towards educational research, that may or may not be influenced by whether they consider research to be a useful subject or not. In addition, the usefulness of research in education is significantly correlated with the positive attitude factor and students who see the usefulness of research also tend to have more positive dispositions towards educational research. The attitudinal disposition of graduate and undergraduate students towards educational research determines the pursuit of information that can be directly or indirectly applied to practice and is responsible for addressing the needs presented by circumstances and situations. It is in light of this that this study examines the attitudinal approach of graduates and undergraduates to educational research, considering a case study of higher institutions in south-western Nigeria.

The specific objectives include:

1. To observe the attitudes of graduates and undergraduate students towards educational research
2. to examine the factors that impact graduates and undergraduates' attitudes towards educational research.
3. to find out the roles of higher institutions in mobilising the interests of students towards educational research.

To achieve these objectives, the following research questions were raised:

1. What are the attitudes of graduates and undergraduate students towards educational research?
2. What are the factors that have an impact on graduates and undergraduates' attitudes towards educational research?
3. What are the roles of higher institutions in educational research?

2 Review of Literature

This section considers conceptual issues and an empirical review of related literature on the subject matter.

2.1 Concept of Research

According to Osuala (2001), research is considered a strategic way of arriving at reliable solutions to problems through a well-designed and orderly collection of data as well as its analysis and interpretation. This shows that research can be targeted towards identifying relationships among variables of interest to the researcher. Zarah (2019), Pramodini and Sophia (2012) and Okeke (2004), among others, see research as the quest for truth, knowledge, similarities, differences, and relationships, as well as to find peaceful solutions to difficulties and challenges through systematic collection of data, meaningful analysis, and resourceful interpretation of results. Therefore, research is an insightful activity that involves careful consideration and description of the attributes of events for the purpose of determining connections between variables and formulating general conclusions that may be used to foretell future happenings. Okeke (2004) opined that research involves recognising what problems are, pooling relevant information in the form of data, and proposing the way out through a sequence of steps orderly and logically designed for exploring underlying motives. Research, therefore, is an intensive and extensive quest for answers to various societal questions and challenges. The problem could be in education, business, politics, religion, medicine, agriculture, engineering, the economy, etc. Different approaches may be applied, but the aim is mostly the same; to suggest very recent and thorough solutions that could be temporary or permanent to issues. The ultimate goal is to promote development on targeted fronts.

Pramodini and Sophia (2012) identified classes of research methods to include basic, applied**,** problem oriented**,** problem-solving, qualitative, and quantitative research. The primary role of any research is to provide a better life for mankind (Ariola, 2006). According to Zarah (2019), research work is intended to build knowledge and facilitate the learning process. Generally, all forms of life issues and their development are resolved by research. In other words, research makes life easier and better.

2.2 Educational Research

Educational research is a type of systematic investigation that applies empirical methods to solving challenges in education. It adopts rigorous and well-defined scientific processes in order to gather and analyse data for problem-solving and knowledge advancement. Best (1970) considers educational research as an activity directed to the development of a behaviour that produces solutions in the educational problem domain. The main goal of such a science is to provide knowledge that will assist in achieving stated goals through the most effective methods.

Research work in education is academic in nature. It is meant to carefully analyse a particular problem or consider a specific issue by making use of a systematic method for solution (Reddy, 2019). Therefore, one can say that research is not an innate knowledge that everyone knows by nature but must be learned through education. One needs to know the method of research as well as how to apply those methods in practical terms. Ariola (2006) posited that the process of research starts with statements of the problems, followed by hypotheses and methodology on how to investigate the problems before finding a solution to the problem. This emphasises that research is learned and not innate knowledge. This points our attention to the role of education. Education is meant to open the minds of people to the techniques of research. It is an important thing to be introduced to new students when they enter higher institutions. This helps to acquaint students with how to conduct academic research and enables them to position themselves in the bigger picture of learning, and research activities (Groessler, 2017). In short, research is an educational culture for both teachers and students. The educational process must be the output of student-teacher interaction, which leads them into further investigation called research.

Pramodini & Sophia, (2012) gave the benefits in educational research to include: provision of assistance to individuals in acquisition of understanding on any subject of interest; enables the learners in the understanding of theories on any subject area; serves as an integral part of academic pursuits in higher institutions; gives room for learning, analysis of information, adaptation of learning behaviour and familiarization with current challenges; adaptation of previous research findings according to the needs of individuals; attitudes of individuals towards learning as well as the performances of teachers can be assessed through research; provides tools to teachers to do findings and make decisions in line with their practices; and that individuals share their viewpoints with others which gives room for team work. Most often, researchers consider lessons that are to be learned from previous experiences.

2.3 Concept of Attitude

The concept of attitude has an exceeding influence on various social and psychological issues (Eagly and Chaiken, 2007; Schwarz, 2007; Dempsey and Mitchell, 2010). Therefore, it has been considered from different angles with different emphasis. According to Fazio (2007), attitude is considered an evaluative knowledge that exists in memory. He stressed that attitude is not a hypothetical issue but rather an evaluative knowledge that exists in memory. He posited that previous experiences of a person reside in his or her memory and become useful in other circumstances.

Eagly and Chaiken (2007) defined attitude as a psychological tendency that is expressed by assessing a particular situation with certain degrees of favourable or unfavourable regard. He emphasised that attitudes can be short-term or long-term. Some attitudes can be enduring, while others are not. They added that attitudes do not exist until a person becomes aware of the object, and responds to it on an explicit or implicit basis. It becomes explicit attitudes when the person involved is consciously aware of his own evaluative tendencies, which influence his beliefs and behavior. But for implicit attitudes, the person involved is unconscious of his own evaluative tendency, though it has an impact on his beliefs and behaviour (Dempsey and Mitchell 2010).

Eagly and Chaiken (2007) argued that when someone has not been exposed to an entity, he or she might not *have* negative or positive attitudes towards the matter. Rather, he probably *acquires* positive or negative behaviour through a mental association that joins the attitude object to relevant prior cognitive, affective, or behavioural experience. They claim that an attitude is inside the person and not directly observable. However, it becomes observable through interaction and the use of special research instruments. Dempsey and Mitchell (2010) also conducted a study to examine the influence of consumers' implicit attitudes on making a choice, and reported that an individual who is yet to form an opinion about a product uses an implicit attitude to decide, not depending on product attribute information.

Anwar & Abdullah (2021) gave three components of attitude to include: One, the attitude in relation to the cognitive component. This includes perceptions and beliefs about the situation or object. This cognitive aspect can come in four ways: linking the previous information with the recent information; producing new information; examining new information; and implementing the new information in different circumstances. Two, the evaluative component. This suggests that the situation or object connected to the attitude might produce dislike/like. It makes the learners show their feelings in terms of like or dislike. Three, the behavioural component, which tends to motivate learners to accept particular learning circumstances. It shapes the attitude of an individual towards a particular situation. It is added that any learner with a plus factor will demonstrate a positive attitude towards learning new behaviors. Such a person is enthusiastic to find knowledge and competencies valuable for day-to-day life (Anwar & Shukur, 2015).

2.4 Attitudes toward Research

The act of systematic investigation to establish facts connected to academic training is influenced by psychological and affective states because it involves reflection and critical analysis (Chara-Saavedra & Olortegui-Luna, 2018). An individual's position before the investigation can be acceptance, indifference, or rejection, powerfully connected to the motivational component (Cruz *et al*., 2021; Palacios, 2021). Research methodology can easily be impacted by attitude (Loayza, 2021), because it plays a significant role in society in connection to the attitudes of learners towards science or new knowledge (Cruz *et al*., 2021).

Fresh students in higher institutions show different attitudes, which change all through their stay in school. Though their common goal is to obtain their professional degree, they do not consider the research activities that will have to be internalised in the course of acquiring training within the institution. This builds the psychological characteristics that inform likes or dislikes, which may or may not favour the investigative skills and attitude of undergraduates towards research (Ramos, 2019; Palacios, 2021). In other words, university students are expected to cultivate a positive attitude towards research, which will help them to approach reality, study, analyse, and suggest scientific answers to problems (Chara-Saavedra & Olortegui-Luna, 2018) and contribute to the learner's academic discussion and professional accomplishment (Aldana *et al*., 2020).

Obermeier (2019) posited that the unfavourable attitude of undergraduates towards research is a product of institutional conditions and the opinion they have of their tutors. Instructors have the capacity to motivate their students to undertake certain activities and promote confidence and security in them. The teacher is considered a model, and his efforts are fundamental in the training of his students to replicate his future pedagogical exercise. In essence, curricular content, strategic planning, institutional practices, and lines of research in response to societal needs play a very significant role in the training of undergraduates for future activities (Ramos, 2019; Palencia *et al*., 2022).

2.5 Empirical Review

The number of investigations carried out on the subject matter in the country is barely a few. Chara-Saavedra & Olortegui-Luna (2018) focused on research problems that arise from basic education schools, and found that research projects are not adequately promoted, nor are research activities coordinated with other courses. He added that teachers do not encourage their students in their quest for information, nor do they promote reading habits and critical analysis. Whereas Mazas & Bravo (2018), using science students in Peru, emphasised that both teaching and research training should be encouraged in universities, and students should be reinforced for these. Olivera, (2020) investigated undergraduate and postgraduate students involvement in research in Mexico and found that very few graduates

conducted theses to obtain their degrees; many opted for other alternatives. This influences the image of the university as well as the relevance of the graduates, who are now in the labour market with inadequacies in training. Obermeier (2019) carried out interventions and observed a favourable result with the research and thesis exposed to the students.

Alvarado *et al.* (2021), in their study in Latin America during the COVID-19 pandemic, found that public universities only provide the space to carry out research but do not provide research equipment and financial support, which makes many students give up on their research. On the other hand, Mazas & Bravo (2018) considered the attitudes of teachers towards science in early childhood education and primary education and concluded that more time should be given to science training to complement the teaching of sciences and the restructuring of the curriculum. They added that attitudes towards research in sciences should be improved upon. The study conducted by Monir and Bolderston (2009), revealed that poor academic confidence of lecturers and students is a factor responsible for difficulty in the conduct of research work. Chang et al (2022) corroborated this fact. This needs to be investigated in the case of Nigeria, using recent data.

Estrada *et al.* (2021) investigated students' pedagogical development among students in higher institutions in Peru, and found that the development of attitudes for research is an essential component of teacher training because, through it, teaching is exercised in an innovative, critical, and reflective way. Chara-Saavedra, & Olortegui-Luna, (2018) considered the reality in Peruvian universities, using nursing students, and observed that students have a moderate attitude towards research. They identify other essential factors related to attitudes towards research, including socio-demographic factors such as gender, age, school of origin, place of residence, etc. Another study by Abad *et al*. (2021) investigated the relationship between teaching vocation and attitude towards research in education, using students of the National University in Metropolitan Lima. They adopted a deductive quantitative but non-experimental cross-sectional design method and found a strong positive correlation between teaching vocation and attitude towards research, but no significant relationship between socio-demographic factors and attitude towards research.

Kyaw *et al*., (2018) conducted a cross-sectional study among medical students to assess their knowledge, attitudes, and barriers towards research at

a private medical college in Malaysia. They adopted descriptive statistics and regression analysis and found that a supportive environment is needed to improve the skills and knowledge of students in research. It was also added that the older age group and female sex showed an outstanding attitude towards research. Using the semantic network technique, Barrios & Delgado (2020) designed a 28-item questionnaire and applied it to students in three different universities in Mexico and found an outstanding attitude towards research in the first year, but as the year increases, attitude towards research declines. Abun *et al.* (2023) found that there was a correlation between cognitive and affective attitudes, both positive and negative attitudes, towards research and the intention to conduct research. Thus, this matter looks inconclusive. This study therefore considers current data on the attitudinal disposition of graduates and undergraduates, particularly in south-western Nigeria. Newly graduated students are considered in this study since many of them could easily document their previous experiences in this case.

Several studies have been carried out on this matter, but not many of them looked into the area of attitude. Also, concentration has been on undergraduate students, whereas, graduate students are also important in this case. Therefore, there seems to be a paucity of studies on the attitudinal disposition of graduates and undergraduates to educational research, particularly in Nigeria. This current study takes this into consideration and focuses on South-Western Nigeria, using four states (Oyo, Osun, Ondo and Ekiti states) as a case study. The particular interest is to observe the prevailing attitudes, whether positive or negative, using current information. Factors that are predators to their attitudes are important to be considered, as are the contributions of higher institutions in the determination of graduates and undergraduate students' attitudes towards educational research.

3 Methodology

This study adopts the descriptive survey research method to carefully establish the attitudinal approach of graduates and undergraduate students to educational research in higher institutions in the South Western States of Nigeria. The sample size for the study was made up of 400 graduates and undergraduates from eight higher institutions in four southern states in Nigeria. A simple random sampling technique was used to select fifty

respondents from among graduates and undergraduate students in each of the two selected higher institutions in each of the four states (Oyo, Osun, Ondo and Ekiti).

The research instrument that was used to obtain information for this research was the questionnaire, as structured by the authors in line with the questions raised for the study. The instrument was divided into two sections. Section A was designed to collect personal information about the respondents, while Section B addresses issues related to the research questions raised for the study. This section is structured on a 4-point Likert scale of SA, A, D, SD, which stand for strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD)**,** with values of 4, 3, 2, and 1, respectively. The instrument was validated by two specialists in the area of study. Copies of the adjusted instrument were directly administered by the researchers and research assistants and collected on the spot to avoid instrument loss. The collected data were collated using tables and analysed using the descriptive statistics of frequency counts, percentages, and mean. In the data analysis, the 4-point rating scale gives a total point of 10, giving a mean value of 2.5. Therefore, any item with a mean point of 2.5 and above is considered accepted, while any item with a mean point below 2.5 is deemed not accepted by the respondents.

4 Results and Discussion

This section presents the responses of the respondents to the research questions and a discussion of the findings. The demographic statistics of the respondents were first considered.

Table 1: Gender Distribution of Respondents

Sex	Frequency	Percentage
Male	212	53.0
Female	188	47.0
Total	**400**	**100.0**

Table 2: Distribution of Respondents based on Categories

Categories	Frequency	Percentage
Graduate	230	57.5
Undergraduate	170	42.5
Total	**400**	**100.0**

Table 1 presents the distribution of the respondents based on gender, with 53% being male and 47% being female. This implies that more of the respondents were male. Table 2 shows the spread of the respondents by category. 57.5% of the respondents were graduates, while the remaining 42.5% were undergraduates. More graduates were selected because they had better experience with the subject matter.

Research Question 1: What are the attitudes of graduates and undergraduate students toward educational research?

Table 3: Attitudes of graduates and undergraduate students toward educational research

S/N	Item	SA	A	D	SD	Mean
1.	Educational research is not an interesting pursuit for graduates and undergraduates.	116	204	76	4	3.08
2.	Project work is like a distraction to my studies.	96	200	84	20	2.93
3.	There are more academic assignments to attend to than academic research.	64	228	56	52	2.76
4.	My heart is filled with fear whenever I hear of research work.	88	188	104	20	2.86
5.	I feel bad about research work because past findings were not utilized by government and others.	76	220	88	16	2.89
	Grand Mean					**2.90**

Note: N = 400. Decision rule: 0.00 - 2.49 = *Low*, 2.50 - 4.00 = *High*

Table 3 reveals the attitudes of graduates and undergraduate students towards educational research. The result showed that the majority of the respondents agreed that educational research is not an interesting pursuit for graduates and undergraduates (3.08). They also opined that project work is like a distraction to my studies (2.93), and there are more academic assignments to attend to (2.76). Also, many of the graduates and undergraduate students are afraid of research work (2.86), while they are also discouraged by the way the findings of past research works are being handled by the concerned parties (2.89). Based on the value of the grand mean (2.9), which falls within the decision value of high, it can be deduced that the listed factors are observed to be factors responsible for the poor attitudes of graduates and undergraduate students towards educational research.

Research Question 2: What are the factors that impact on graduates and undergraduates' attitudes towards educational research?

Table 4: **Factors impacting graduates and undergraduates' attitudes towards educational research**

S/N	Item	SA	A	D	SD	Mean
1.	Individual interest and motivation in conducting research.	123	241	31	5	3.21
2.	Level of confidence in their own research skills and abilities.	68	292	32	8	3.05
3.	Support and mentorship from academic guidance and peers.	120	212	61	7	3.11
4.	Accessibility of resources and funding for research projects.	104	220	52	24	3.01
5.	Relevance of educational research to real-world applications.	77	211	79	33	2.82
	Grand Mean					**3.04**

Note: N = 400. Decision rule: 0.00 - 2.49 = *Low*, 2.50 - 4.00 = *High*

Table 4 reveals the factors impacting graduates and undergraduates'

attitudes towards educational research. This shows that the respondents agreed to the following items: individual interest and motivation in conducting research (3.21), level of confidence in their own research skills and abilities (3.05), support and mentorship from academic guidance and peers (3.11), accessibility of resources and funding for research projects (3.01), and relevance of educational research to real-world applications. (2.82). Based on the grand mean of 3.04, it can be concluded that the identified factors have a high impact on influencing the attitudes of graduates and undergraduate students towards educational research.

Research Question 3: What are the roles of higher institutions towards educational research?

Table 5: Roles of higher institutions towards educational research for graduate and undergraduates

S/N	Item	SA	A	D	SD	Mean
11.	It engages students in research projects to enhance their research skills.	76	220	84	20	2.88
12.	It helps to monitor and assess the quality of educational research studies.	88	188	119	5	2.90
13.	It offers training and professional development opportunities for researchers.	80	228	84	8	2.95
14.	It provides support for research projects that examine important educational issues.	89	203	92	16	2.91
15.	It encourages collaboration between researchers in different academic departments.	86	190	92	32	2.83
	Grand mean					**2.89**

Note: N = 400. Decision rule: 0.00 - 2.49 = *Low*, 2.50 - 4.00 = *High*

Table 5 reveals the roles of higher institutions in educational research for graduate and undergraduate students. The result shows that the respondents consented to the following items: It engages students in research projects to

enhance their research skills (2.88), it helps to monitor and assess the quality of educational research studies (2.90), it offers training and professional development opportunities for researchers (2.95), it provides support for research projects that examine important educational issues (2.91), and it encourages collaboration between researchers in different academic departments (2.83). Based on the grand mean of 2.89, it can be deduced that higher institutions of learning have significant roles to play towards improving the attitudes of graduates and undergraduates in educational research.

4.2 Discussion of Findings

The findings of this study show that the attitude of graduates and undergraduate students towards educational research is poor. These attitudes include not seeing educational research as an interesting pursuit by graduates and undergraduate students. They also considered project work a distraction from their studies and academic assignments that they had to attend to. Many of the graduates and undergraduate students are afraid of research work and also get discouraged by the way the findings of past research are handled. This is in line with the findings of Chara-Saavedra and Olortegui-Luna (2018), who found that students observe a strong disconnect between the findings of research and the practical reality where the findings are not utilised.

Again, this study reveals that individual interest and motivation in conducting research, level of confidence of students in their own research skills and abilities, support and mentorship from academic guidance and peers, accessibility of resources and funding for research projects, and relevance of educational research to real-world applications are attitudinal predictors of graduates and undergraduates towards educational research. This is in line with the findings of Alexander and Dochy (1995) that qualitative research assists in getting a deeper understanding of difficulties or problems in their natural forms.

In the same vein, the findings reveal that the research projects of students enhance their research skills, offer training and professional development opportunities for researchers, provide support for research projects, and encourage collaboration among researchers in different

academic departments. This implies that higher institutions play an essential role in educational research for graduates and undergraduates. This conforms to the conclusions of Gonzalez *et al*. (2021), that research becomes in-built both for the expansion of critical thinking as well as scientific understanding of educational reality. It links both pedagogical theory and practice, thereby preparing future teachers to work in a progressively committed way to improve the quality of education.

5 Conclusion and Recommendations

This study concludes that graduates and undergraduates have poor attitudes towards educational research, which has not been helpful in having quality researches by them. There are also factors predicting graduates and undergraduates' attitudes toward educational research which include individual interest and motivation, level of confidence of students, research skills and abilities, support and mentorship, accessibility of resources and funding, among others. Higher institutions are shown to play important role in the development of graduates and undergraduates for educational research, which in turn promote general development.

Based on the findings of the study, the following recommendations are made:

1. The government and educational stakeholders should provide support for research activities, including funding, infrastructure, and training. Research projects require finance, particularly to elicit information in the form of data for analysis purposes. Financial support and the availability of necessary infrastructure, as well as training, will boost the attitudes of students towards academic research.

2. The government and stakeholders should work with higher institutions to develop research-focused curricula and programmes that encourage graduates and undergraduates to engage in research activities. This includes integrating research into coursework, providing opportunities for research internships, and supporting graduate student-led research initiatives.

3. The value of educational research in advancing our knowledge and enhancing educational practice should be understood by students. This could

be done by making students recognise that it is a rewarding and intellectually stimulating activity to embark on educational research.

4. Students should be motivated by school authorities to be committed to developing their research skills, including critical thinking, data analysis, and academic writing.

5. Students should be willing to engage in collaborative research, working with peers and faculty members to develop research questions, design studies, collect and analyse data, and circulate findings. This will develop a positive attitude towards the exercise and boost their research skills.

6. The government should show keen interest in considering relevant findings and adopting the recommendations from academic research activities. This will motivate all students in higher institutions and encourage them to develop a favourable attitude towards educational research, proposing systematic solutions to issues, and knowing fully well that their recommendations will not be kept only in the libraries.

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