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Research Article

Knowledge, Attitude and Skills on Research among the Undergraduate Students of Janapriya Multiple Campus, Pokhara

***Chet Bahadur Pokhrel**

Lecturer, Department of English, Janapriya Multiple Campus, Pokhara

*Corresponding Email: pokhrelcb@gmail.com

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ABSTRACT

Knowledge of research and its practical approaches are highly valued in academic institutions. Undergraduate level of university is the foundational level on which the undergraduates must be trained to research oriented activities. Their knowledge of research, their attitudes, and skills matter a lot in research-oriented activities in their personal and professional lives. The present research was carried out with small sample size of 30 participants with mixed methods. It found that all the participants showed strong affinity towards the research related activities hence they liked and enjoyed the research methodology course enthusiastically. They have claimed to have sound theoretical knowledge on research, good and positive attitudes and fundamental skills on research activities. It has also identified that undergraduates' knowledge, attitudes and skill are not affected by gender, medium of instruction and the faculty that they belonged to. However, in the focus group discussion, they revealed some problems which they faced during the preparation of the report. They clearly reflected some content related problems such as the topic selection, finding the literature review and avoiding plagiarism as the key impediments in their research report writing process. Extensive practices, reading research articles and attending seminars, and webinars can help the undergraduates a lot in coping up the problems related to research works. Extensive organizational research culture,

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frequent practices and the process of collaborative writing can obviously help them to be better and efficient in preparing the report. Giving the time persistently in research works, determination, and choosing the right research methodology can help them a lot in solving the barrier related to undergraduates' research works.

Keywords: Methodology, participants, plagiarism, research, theoretical, undergraduate.

INTRODUCTION

In a broader sense, research clarifies, interprets, justifies, and describes problems that occur at different sectors such as health, education, industry and finance. Research also disseminates new knowledge. Therefore, it not only servers the purpose of teaching and learning but also unfolds solutions to the critical problems that occur in their lives. The act the undergraduate students' participation in the research activity is known undergraduate research in which they engage in research reading, researching, writing and publishing. Several studies have reported that participating the undergraduates on research helps them gain an understanding of the research process, develop tolerance for obstacles, understand how knowledge is constructed, learn to integrate theory and practice, become a part of a learning community, and develop self-confidence (Lopatto, 2004, 2007). Consequently, there is an increased attention on undergraduates' engagement in research works as a mandatory provision. It is apt to know the knowledge, attitude and skills obtained by the students after their study in research methodology course. Thus, students' involvement in research can benefit in the development of problem-solving skills, broader understanding of research methodology, confidence and competitiveness in their professional development. Though many higher academic institutions claim to be making a culture of academic research, the rhetoric and reality is obscure even today. Extended and in-depth participation of undergraduates in research works is common and fundamental for the academic institutions.

Numerous claims have been made about the value and importance of university students' and teachers' participation in research activity. Concerning undergraduates' knowledge, skill and attitudes on research several studies have been carried out. The eminent scholars Wessels and et. al. Xia and et at. have highlighted the value, scope, intentions and challenges of students' engagement in research works. On the one hand, it can strengthen the students' learning activity positively. On the other hand, such research engagement can identify the challenges faced by the students while participating in research. Wessels et al. (2020) present research-based learning as a means for acquiring cognitive and affective-motivational research

dispositions. Xia et al. (2015) argue that collaborating with industrial partners when linking research and teaching creates increased opportunities for students to transition from higher education to professional work. Singleton (2007), however, described a curriculum for teaching research methodology that involved institutional research conducted by the class as a whole. There were several advantages of this campus survey which provided a “constant source of examples in the methods course” (Singleton, 2007, p. 53). Nevertheless, teaching and learning of research methodology course can also cause different types of problems which range from learning difficulty to the preparation and publication of research reports. Learning difficulties may be due to individual differences in terms of motivation and attitude (Balloo et al., 2016), cognitive complexity and prior knowledge (Lehti & Lehtinen, 2005). Though research is highly valued, there are some personal and professional obstacles in teaching and learning research at university level. Some of the students and teachers find it a complex phenomenon. They express that it lacks excitement. It is uninteresting and irrelevant in their personal and professional lives.

A qualitative study conducted by Kilburn et al. (2014) identifies challenges perceived by learners and instructors on the research methods short course. This short course was attended by learners who each have different levels of prior knowledge on research methods, research skills, abilities, and experience. Their expectations of the course vary widely. Learners who have more experience in conducting research thought that the course could be more complex and more depth while to some learners the course was something completely new. Thus, to instructors, this is challenging to plan their teaching to meet learners’ expectations and needs. Similarly, according to Dyrhaug (2014), research methods courses often seen as tiresome by the students and lecturers are often not helping in making these courses relevant for the students’ learning process. Most students claim that the teaching methods lack excitements. Students also find the module uninteresting and irrelevant to their own research. In lecturers’ perspective, it is very hard to produce a module that can be used in research methods courses that is aligned to students’ own research which enable them to apply the methods in their studies.

There is a very close interconnection between a pedagogy and research. Pedagogy is always modified, rewritten and changed on the basis of research and the demand of the time. Therefore, from the university level to the school level, the courses have been changed and modified being based upon the research. Similarly, university pedagogy consists of research agendas directly or indirectly. In pedagogy, there is synthesis of knowledge for research. There

is also a gap for research which directs pedagogy. Furthermore, research always guides the students positively to change and implement the new course as demanded by the time. A study done by Cassidy and Eachus (2000) showed how students' perceived proficiency on research methodology increased with strategic learning approach. They also added that perceived proficiency on research methodology was positively correlated with academic achievement in research methodology.

Furthermore, a review done by Wang and Guo (2011) found that learning difficulties in research method courses is likely to affect students' interest and attitude towards research productivity. Learning difficulty leads to low motivation to actively participate and engage in research methods. As a result, the students become less interested to participate in the research related activities. There are various obstacles such as lack of knowledge in study design, data collection, interpretation, plagiarism and timely completion of report writing. The students generally face the problems of organizing research design, data collection, analysis, avoiding plagiarism and submitting the report on time.

Scholarly reports on research showcase various issues and agenda. They chiefly discuss on the value and scope of research works. In addition to this, research methodology course has been perceived as problematic which creates learning difficulty among the students. Furthermore, this course has been perceived as uninteresting and challenging. It is seen as a tiresome process. Thus, the present study has been conducted among the selected students of Bachelor level fourth year studying Research Methodology course at Janapriya Multiple Camus to evaluate their knowledge, attitude and skills on research works. The novelty of this research lies in exploring the undergraduate's perspectives on research. It needs to carry out studies on assessing the undergraduates' knowledge, attitudes and skill have not been conducted in the extended manner. It is also apt to know whether the knowledge, attitudes and skill on research are affected by gender, faculty and the medium of instruction.

Ideally, undergraduates in their fourth year are required to engage in some forms of research for the partial fulfillment of the degree. Research is the process of systematic investigation, and discovery on certain issues as well as phenomenon. Students' engagement in research works strengthens research culture in the academic institutions. As there is a new trend, tradition and practice of research activity, it can support in career opportunities of those undergraduates as well. Thus, it illustrates the necessity and significance of identifying and evaluating the perceptions of undergraduates in research engagement. Furthermore, it is an inquiry-based learning which scaffolds students' innate knowledge on the students. Research

also develops inquisitiveness, curiosity and enthusiasm among the students. Even in the overall teaching-learning process, it is considered as the integral part of an academic sector. However, students' performance in conducting research and submitting the research report for their partial fulfillment are still unsatisfactory. There are various obstacles for research activity such as lack of knowledge on topic selection, data collection, interpretation and plagiarism to complete the research activity successfully. Due to such impediment undergraduates are negative towards the research activity. Against this background, the study aims to identify the undergraduates' knowledge, attitudes and skills on research. It also aims to delve into the idea that which part of research is the most complicated for the participants as well as it aims to explore some ways to overcome their research impediments.

Globally, the academic institutions are also the research centers. All the academic stakeholders are supposed to engage in research activity to pass through the academic level as well as get promotion. As pioneering practitioners of university, the undergraduates of various faculties such as B.A. B.B.S, and B.Ed. should go through research methodology course and submit writing portfolio in the form of reports and thesis for the partial fulfillment. Research methodology course has high significance as it has a broad semantic connection in their career as well. Furthermore, this research work would be useful for the academic researchers, academic executives, student- service professionals and students so as to make plans, policies and implement them. Findings may further inform and assist the educational planners and students about the importance and techniques of research works.

Owing to the empirical research, the present study aims to investigate the undergraduates' perceptions on knowledge, skills, and perception towards research. Specifically, the study was limited at Janapriya Multiple Campus, Pokhara among the limited number of participants who had been studying research methodology course in their fourth year.

DATA AND METHODS

This research applied mixed method of research. This study used both quantitative and qualitative approaches to scaffold the participants' knowledge and skills; attitudes and their engagement on the research activity. Geographically, the study area of this research is confined in Janapriya Multiple Campus, located in Simalchaur, Pokhara Metropolitan City-08, Kaski, Gandaki Province, Nepal. Janapriya Multiple Campus which was established in 2048 BS has been the center of academic excellence in imparting the quality education since its foundation. Various programs such as BA, B Ed, BBS and B Sc are running currently as the annual

programs. In addition to, BBA, BIM, BMTM, MBA in Hospitality Management and MBS are the semester-based programs of this institution. All the students of the yearly programs must go through the research methodology course in the fourth year. As Janapriya Multiple Campus is one of the leading community campuses in Nepal, which serves a large number of students, it is an apt site to study about undergraduates' understanding, attitude and skills on research.

The quantitative and qualitative data have been collected in this study. For the source of data, both primary and secondary data have been used. The population of the study was the fourth-year students who admitted in the academic year 2079 B.S. at Janapriya Multiple Campus and those who study Research Methodology course under the various faculties such as B.Ed., B.B.S. and B.A. were the participants of this research. Thus, all the students studying in the fourth year are the population of this study. Out of the 393 students, only 30 students were anticipated as the respondents in this study. The participants were selected through random sampling technique ensuring the equal chance of being represented on the basis of gender, medium of instruction and the faculty that they belonged to. Firstly, the secondary data was obtained from the Janapriya Multiple Campus administration to track the numbers of students studying Research Methodology course. Secondly, the in-depth information was accessed from the selected students via random sampling survey. The participants were provided the questionnaire related to the research questions. The questionnaires were given to the participants to collect the data which consisted of five parts. The first part was based on the demographic or personal information. The second section consisted of some questions related to students' knowledge on research methodology, design, plagiarism and the use of statistical tools. Similarly, the third part contained the questions related to undergraduates' attitudes in research. Likewise, the fourth part consisted of the questions which were related to undergraduate's skills in research whereas the fifth part consisted of two unstructured questions for the focus group discussion to explore the students' opinion on the most complicated part of research writing and preparation as well as the ways of mitigating them.

In analyzing the data, this study used both quantitative and qualitative techniques. The tools such as frequency and percentage and *t* test were applied in the quantitative part. Similarly, the thematic analysis was done to examine the contents of the data in the qualitative section. The researcher also utilized the Moustakas modified van Kaam method (Moustakas, 1994) to organize, analyze, and synthesize the information in order to categorize common information provided by the participants on their knowledge, attitude and skills on research by (a) organizing data or listing primary grouping, (b) reducing and eliminating, (c) clustering and

thematizing the invariant constituents. The obtained information was interpreted independently by coding schemes, synthesize data into core categories, and then analyze emergent themes to address the exploratory phenomena (Glaser & Strauss, 1967; Strauss & Corbin, 1990). Accordingly, the qualitative data was subjected to qualitative content analysis clustering the similar responses into the themes. Finally, the result of the data analysis was summarized, interpreted and discussed through the method of triangulation to reach to the findings of this study. In these overall process, the study has taken a serious ethical consideration. It did not explore sensitive issues such as political, sexual and religious ones. Firstly, the consent was taken from the participants of this research. Secondly, the information obtained from the informants has been protected and kept confidential. Lastly, all ethical methods and practice have been followed as far as possible.

RESULTS AND DISCUSSION

Characteristics of the Respondents

As this research activity was delimited in Janapriya Multiple Campus, Pokhara, Kaski, Nepal, the participants of this research consisted of the students studying Research Methodology in the same campus. The participants' age, gender, faculty, employment status, regularity to the college, and duration of their study were enquired in the first section of the questionnaire along with the demographic information, participants' attitudes towards the research methodology course were also assessed. To access the preliminary information about the students' knowledge on research, the participants were also asked if they liked, enjoyed the course that they had studied. The further inquiry was about if they had any difficulty while preparing the report after studying the course.

Table 1

Gender of Respondents

Gender	Number	Percent
Male	13	43.3
Female	17	56.7
Total	30	100.0

Source: Survey, 2024

Table 1 provides the specific information about gender which comprises of 13 males and 17 females whose age, faculty, medium of instruction, are presented in the following

tables.

Table 2

Age of Respondents

Age	Number	Percent
21	2	6.7
22	8	26.7
23	9	30.0
24	8	26.7
25	2	6.7
26	1	3.3
Total	30	100.0

Source: Survey, 2024

The age of the respondents’ ranges from 21 to 26 years. There were only 2 respondents who were 21 years old during the process of this research whereas there were 8 and 9 respondents of 22 and 23 years. However, the majority of respondents were 23 years hence they were 9 respondents. Only one respondent was 26 years old.

As random sampling was adopted for collecting the data, the respondents were selected randomly so as to access the information on their knowledge, attitude and skills on research works. However, a representative sample was chosen for each faculty namely BBS, BA and B Ed. The total number of respondents in this research was 30, comprising 13 males and 17 females ranging the age from 21 to 26 years. On the basis of the faculty, 21 respondents belonged to BBS, 3 respondents to BA and 6 respondents were from the faculty of B.Ed. For the purpose of focus group discussion, only 6 participants, who had already involved in the questionnaire, were engaged in focus group discussion, out of 6, 2 belonged to each faculty such as BBS, B. Ed. and BA. Nevertheless, the participants of the focus group discussion were the same ones who had already participated in the questionnaire, they expressed different perceptions towards their research works.

Table 3

Respondents’ Medium of Instruction

Medium	Number	Percent
Nepali	6	20.0
English	24	80.0
Total	30	100.0

Source: Survey, 2024

Out of 30, 24 respondents studied in English medium whereas 6 students belonged to Nepali medium of instruction. Among the 30 respondents, 29 were the regular students of the college whereas only one respondent sometimes attended the college. In the preliminary section, the participants expressed that they liked the research methodology course very much as it was based upon proposal writing, research, and report writing.

In response to their particular area of preference to the parts of research methodology course, 7 respondents preferred data collection procedures, 1 favored case study, 1 expressed as the literature review section to be his/her choice, 4 liked writing introduction section, 1 had strong affinity to data integrating, and 3 preferred designing methodology whereas 13 respondents did not have any preference towards various sections of report writing. Although they have expressed that they liked the research methodology course, they are unable to mention the specific area of their preference in terms of writing.

Table 4

Respondents' Duration of Study and Perception to the Course

Duration in months	Frequency	Percent
1	2	6.7
4	1	3.3
5	4	13.3
6	9	30.0
7	9	30.0
8	3	10.0
10	2	6.7
Total	30	100.0

Source: Survey, 2024

Though research methodology course started at the same time frame, all the respondents did not study the course in the sustained manner. Their duration of the study of the course ranges from 5 to 8 months. However, all the respondents have shown a strong assertiveness to the course.

Undergraduates' Knowledge, Attitude and Skill in Research

Hence, the university focuses on imparting the knowledge in research works, university curriculum has been moving to implemented the research-based course in the undergraduate level. The importance of the knowledge of research cannot be negated, rather it should be highly regarded as the course of research methodology. It is emerging as an important discipline in the academic. The knowledge in this field allows them to better understand the systematic

procedures to execute research.

To test the undergraduates' knowledge of overall research, the respondents were given 12 questions in the questionnaire section with three choices such as True, False and I do not know. Basically, the statements contained the basic and fundamental facts about the research. To assess the respondents, deeper understanding of knowledge, they were asked the questions pertaining the information on identification of the research problem, finding the authentic sources to document, social relevancy of research, definition of action research, research design, hypothesis building, types of variables, act of plagiarism, ways of data collection, components of research methodology and sources of data. Thus, all the questions provided in this section with choices were supposed to reveal the respondents' basic and fundamental knowledge on research. The profound understanding of the participants on the knowledge of research methods plays the crucial role. During the short duration of the course, all the participants have shown strong assertiveness to the course. They also claimed that they have strong knowledge of research. Hence, the participants had undergone this course about 6 to 8 months in the college.

The respondents of this research, who were the undergraduates of the campus studying in the fourth year, were asked 8 questions to measure their attitudes, feelings and perception towards the research works. Additionally, attitude is related to thinking, feeling and behavior. The statements basically related to research attitudes such as 'Research is useful for university students, Research makes me nervous, Research is useful in meeting the professional goals, Research is a complicated process, I will engage in research works in the future, Research enhances our academic skills and I enjoy studying research methodology course were used to measure the participants' response, actions, feelings and behaviors to research.

Respondents showed their overall impression that they were very positive towards research as all of them have agreed and marked yes in the statement 'Research is useful for university students. They were also clear about the importance of research hence (n=30) 90 percent of the participants have rated up on the usefulness of research in meeting the professional goals whereas 10 percent of them are unknown. Likewise, 66.7 percent of the participants perceived research as a complicated process, 26.7 percent of the don't believe it to be a complicated process, rather they find it easy one whereas 6.7 percent of them do not know about this. The majority of the participants perceive research works to be a complicated and complex phenomenon. Although 83 percent of the participants enjoyed this course, only 53.3 percent of them showed strong convictions to engage in research works in the future. (Table

not shown)

Research skill is a skill necessary in the academic world for executing the overall research process effectively. Another measure evaluated in this research was identifying their skills in research works. To measure the respondents' skills on research works, they were provided 7 questions in the structure of statement which with the choices of can, can't and don't know. The statements such as 'I can prepare research reports, I can identify research gaps, I can organize literature review coherently, I can avoid plagiarism, I have done oral presentations, I understand the ethical considerations of research works and I have worked for a group project' were the fundamental ones. Basically, these questions were the pivotal ones to assess the participants' skills in research activities. Most of the students in their undergraduate level find quite difficult to prepare the reports technically and thematically, they also cannot find the research gaps, collect the literature review properly, avoid the plagiarism and do not understand the ethical considerations.

These issues are simple but essential ones in the context of the research. The study revealed that 93.3 percent of the respondents were sure about preparing research reports, however, 6.7 percent of them were unsure whether they could prepare research reports or not. The crucial point in overall research is to identify the research gap. In this regard, out of 30 respondents, only 20 percent of them were confident about locating the research gap where as 50 percent assuredly confessed that they were unable to notice the research gap. At the same time, 30 percent of the respondents were still unsure about this question. (Table not shown)

To assess the undergraduates' knowledge, attitudes and skills in research related course, their attitudes and overall impression, a paired sampled t test, and one way a nova were conducted. All the participants were included in the study after the completion of the course while they were preparing their research reports. A comparison was held to investigate whether the undergraduates' knowledge, attitudes and skill were significantly affected on the basis of gender, faculty and medium of instruction. Generally, it was considered that the knowledge, attitude and skill of the undergraduates in research related works were tremendously affected by the variables such as gender, medium of instruction as well as according to the faculty they study.

Knowledge by Gender, Faculty and Medium of Instruction

Knowledge is a kind of understanding, comprehensiveness, and skill on the certain field. The knowledge of research is also of prime importance for various purposes from the life skills to continuity of tradition as well as for one's career. It is commonly understood that the process

accomplishing knowledge can be affected by gender, faculty and medium of instruction. In this research, an independent sample t test was conducted so as to assess the participants' knowledge in research. The following table showed the whether there is a significant difference in understanding research procedures in terms of gender. The quantitative findings can be underscored that gender does not matter in comprehending the information, facts and ideas related to research. In the process of comprehending and reflecting research related knowledge because the result shows that when total participants in the research were 30 comprising 13 males and 17 females, p-value is greater than 0.05, therefore, gender does not matter in knowledge. Hence the significance is 0.966, associated with the two groups such as male and female, there is no any barrier and affecting factors in understanding the knowledge of the participants on research.

Similarly, undergraduates' knowledge of research was assessed in terms of their faculty of study. According to the faculties the course of research methodology and orientation of writing, submission of writing portfolio is different. The following table underscores the participants' knowledge in research on the basis of faculty that they studied.

Table 5

Respondents' Knowledge in Research on the Basis of Faculty

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.255	2	14.627	1.247	.307
Within Groups	258.105	22	11.732		
Total	287.360	24			

Source: Survey, 2024

One-way ANOVA was conducted among the participants of three different faculties namely BBS, B.Ed. and BA in order to assess the significant difference in knowledge by faculty. However, there was no significant difference in knowledge by faculty ($F=1.25$, $df=2/22$ and $p>.05$). In order to test the significant difference between medium of instruction, independent t-test was conducted. The test showed that there was no significant difference between the medium of instruction. Although all the participants had diversity in terms of gender, medium of instruction and faculty they belonged to, all of them reported the same level of understanding regarding their knowledge of research. They acquired the knowledge, content and information without any barriers.

Attitudes by Gender and Faculty

All the participants uphold the same attitudes, beliefs and thoughts towards the research works.

A t test for equality of means was conducted to explore the participants' attitudes. On the basis of gender, total no was 30 comprising 13 males and 17 females, however the p value was more than 0.05. Actually, it was 0.254 and 0.216 for males and females respectively. Even one-way ANOVA was conducted to assess the undergraduates' attitudes on the basis of faculty, the p value was >0.608 hence, there was no significance difference in the beliefs, reactions and attitudes of the participants irrespective of their faculty.

Skills by Gender, Medium of Instruction and Faculty

All the participants seem to have possessed the same skill in research. Their art and skills of conducting, processing and publishing research has not been affected by gender, medium of instruction and faculty. There is no significant difference hence p value is more than 0.05. Conclusively, students' understandings, reactions beliefs and skills of research are not affected by medium of instruction, faculty and gender.

The results showed strong consolidation in the quantitative data on undergraduates' knowledge, attitudes and skills, the same participants expressed a different reality in focus group discussion. The undergraduates, participants of this study, revealed the facts that they had faced several problems such as the topic selection, preparing the questionnaire, collecting the data, as well as they had the greater challenge in finding literature review and citing the sources. The other kinds of problems were related to the technical skills such as margins, font sizes, spacing and data analysis. It is found that only practical approaches in teaching research methodology course can help them motivate in research. The problems of avoiding plagiarism, organizing systematic literature review and locating the departure in research are still the unquestionable challenges for them.

As suggested in the focus group discussion, learners' persistent practice, multiple research related tasks, participation in orientation programs, writing regularly, building capacity in critical and analytical thinking enhance them in the research related works. Furthermore, reading articles and research papers are useful to organize their research reports. They can also provide them some insightful ideas in organizing, conducting and submitting the research reports on time. Similarly, the organizational research culture of organizing seminars, webinars and workshops along with the participations of the faculty and students support a lot to cope up with the problems. This study examined undergraduates' knowledge, attitudes and skills in research activities, their effects in their personal and professional lives. The current research compared, contrasted and concluded the undergraduates' understanding of research, attitudes towards it and skills possessed by them. However, the study found that students have lacked

the greater and deeper understanding of the research although they reflected positive attitudes towards the essentiality and significance of research. They also accepted to have acquired some skills in research. In general, the participants' level of knowledge and comprehensiveness of research was not affected and did not differ on the basis of gender, medium of instruction and faculty. However, they lacked profound and in-depth knowledge in research. Another important aspect that had been missing was practical implications. The 6 members of the focus group discussion elucidated the fact that they lacked active learning, practicality and lack of availability of resources and organizational culture. As Linn and Greenwald (1974) claim that results showed no significant differences in the amount of change between the two groups and past research instruction did not predict competency in research. A positive change was noted in attitudes related to research knowledge, skills, and interest in the total group, the current study also found that all the participants have a very positive understanding towards the importance and necessity of research at the undergraduate level. Nevertheless, a strong semantic nuance was noticed between the participants' understandings of research and their practical implementations.

Apart from knowledge and attitudes, research is related to skills as well. After the completion of research methodology course all the participants were supposed to acquire certain skills namely technical, practical and theoretical ones in the field of research. The skills range from the choice of topic to, preparation of proposal, submission of reports and oral presentations. Most of the participants were found lagging behind in these respects. Based on the data and information provided by the participants via the questionnaire, it can be deduced that the participants expressed that they found research methodology course more interesting and enjoyable, they felt much more empowered while studying and attending the classes related to research methodology course. The study also concluded that the knowledge, attitudes and efficiency of research can never be affected by gender, faculty and the medium of instruction. Rather they need a platform for an effective, prolonged, sustained and student-entered organizational culture of research.

CONCLUSIONS

As examined in this study, the undergraduates' knowledge, attitudes and skills are important, valuable and necessary for their personal and professional lives. From the quantitative and qualitative analysis, it is summarized that despite their positive sentiments towards the importance and necessity of research, students lacked a deeper and more comprehensive

understanding of research related activities. The research is the basic element and compulsory subject in the undergraduate level of the university, thusly, profound knowledge, positive attitudes and unique skills are the key factors for the students' success in research report writing. The study found that there is no statistically significant difference in knowledge, attitudes and skills of the participants' in terms of gender, faculty and the medium of instruction. Additionally, they are unaffected and did not differ in knowledge of research, attitudes on it and skill; on the basis of gender, the medium of teaching, the faculty and duration of study. The undergraduates, directly and indirectly encountered challenges, barriers and struggled a lot during the process of preparation of their research reports. Their problems range from the topic selection to the plagiarism, conducting research to the submission of reports. However, findings from this study conclude that research at undergraduate level is the most needed course which helps them furnish themselves in their further study. Additionally, the undergraduates must learn and practice extensively. There must be a strong culmination of theory and practice.

This study on undergraduate students' knowledge, attitudes and skills on research at Janapriya Multiple Campus showed that while most students have acquired some knowledge of research, there are consistent disparities in the competencies of each respondent. Although this study has revealed the existence of room for improvement for students' research knowledge and competence, there is a strong correlation between theory and practice, attitude and knowledge and skills. Their knowledge cannot be enhanced as long as they do not practice in depth, more practical way, with positive attitudes. The organizational culture of research also plays a crucial role in enhancing students' knowledge of research. There is also a need for further research to investigate semester-based students' knowledge, attitudes, and skills. This present study, only limited number of students have been used as the participants to analyze undergraduates' knowledge, skills and attitudes towards the research works, whereas future studies may examine the large number of participants. It can also be conducted by comparing the undergraduates of several years at least five years. Obviously, researching with large data will provide newer, more refined and different findings. In conclusion, it is an urge and obligation to give more attention on developing the undergraduate students' research knowledge and competence to increase their readiness for their future careers.

Finally, organizational culture of organizing the seminars, research report writing orientation programmes and disseminations of research reports encourage the students. Thus, it is apt to incorporate and target the undergraduates also in such activities timely and frequently. Research, the backbone of an academic organization, must be dealt very seriously

by engaging with authenticity or resources. Cultivating the mindset of the students to read and write research continuously so that they can refine themselves in research works. Rigorous preparation, regular participation and practice are the keys to overcome their barriers.

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