

GRADUATE TEACHER'S COGNITIVE AND AFFECTIVE ATTITUDE TOWARDS RESEARCH AND THEIR BEHAVIOURAL INTENTION TO CONDUCT RESEARCH

Rajasekaram Kishokumar

Faculty of Commerce and Management, Eastern University Sri Lanka

ABSTRACT

This study examined the research problem of whether the graduate teacher's cognitive and affective attitude towards research influences their behavioural intention to conduct research. This research was carried out with the main objective of investigating graduate teacher's attitude towards research and their behavioural intention to conduct research in future. Furthermore, conceptual model has been developed to link between study variables and two hypotheses were formed to test the impact of graduate teacher's attitude towards research on their behavioural intention to conduct research. Thus, cognitive attitude, affective attitude and behavioural intention were considered as the measurement variables of the study. Quantitative methodology has been applied for this research and questionnaires were used to collect data. 118 responses were received from graduate teachers in the study area. Descriptive, correlation and multiple regressions have been used for the analysis. Findings shows that graduate teachers have favourable cognitive and affective attitude towards research. Furthermore, it was also found that graduate teacher's attitude towards research significantly influences their behavioural intention to conduct research. These findings would be useful for the policy makers to create the research culture among the graduate teachers towards the enhancement of educational sector of the country.

Keywords; *Cognitive attitude, Affective attitude, Behavioural intention,*

INTRODUCTION

Background of study

Research is considered as one of the indicators of quality education in the modern era (Safi & Kumar, 2019). Innovative product or services are the outcome of research and it is the basic reason of why every industry or business must have research unit. According to Haaga and Kaufmann (2020) knowing its importance to human development and human welfare, research becomes indispensable in all kind of services including the school. In fact, school should be research-based because it is where the innovations are discovered, and it is where research is learned. Therefore, schools are considered as training ground for all future practitioners and innovators. In this case, the responsibility of schools is to equip everyone the knowledge and skills on how to conduct research (Abun, Magallanes, Foronda & Incarnacion, 2019). In order to achieve this purpose, the duty of teachers is not only to disseminate theory of research but to teach how to do it. In this case, they should know how to conduct research and only then, they can inspire students, the future innovators to conduct research.

Education in Sri Lanka has been considered a fundamental right by the law and Sri Lanka has a free education system until the first graduation or basic degree (Kanojan & Sivalogathan, 2017). According to the Central Bank of Sri Lanka (2020), literacy rate of Sri Lanka has been reported at 92.5 % in 2018, this is the highest rate in the South Asian region. Meanwhile the responsibility for education in Sri Lanka is shared by the Government as well as the Provincial Councils. The Ministry of Education is the central government agency which is mainly responsible for the education in the country. Graduate teachers are recruited in Sri Lanka to ensure the quality of education across country. According to Balasooriya (2013), the responsibility of appointment, disciplinary control and transfer of teachers under the central government is vested with the Public Service Commission, while each of the nine provinces has its own Provincial Public Service Commission.

Teachers have a crucial role to play in preparing young people not only to face future challenges with confidence but also to build them up with purpose and responsibility. To carry out this mission well, teachers must have positive attitudes towards their profession. Realising the importance of this matter, authorities have

taken steps to improve the quality of teachers in Sri Lanka through professional development programmes specially in terms of creating research culture among the graduate teachers. According to Monir and Bolderston (2009) many (professionals) are still afraid of research, finding it hard or difficult. Oguan, Bernal and Pinca (2014) found that teachers and students altogether find it difficult to conduct research. Though some have positive attitude toward research but many of them have negative attitude toward research. Within this reality, the current study would like to go deeper behind the positive and negative attitude toward research of teachers and find out if this attitude affects their plan to conduct research.

Research issue

Teaching and research are two inseparable topics for a teacher, though they seem to be separated but in practice, they are one (Safi & Kumar, 2019). By saying this means that the job of a teacher is teaching and at the same time doing research. To advance in teaching and learning, a teacher requires considerable time to conduct research, then publication and presentation. According to Khan, Shah and Khan (2018) research does not end with research activity itself, but it must be published in the appropriate journal and finally to be presented. Both teaching and research can help a teacher to develop insights into his/her field, refine his/her knowledge and communication skills and draw on his/her ability to select and organize content in a meaningful way.

Most of the Graduate teachers in Sri Lanka follow compiling procedure for their teaching practices and very few innovations are seemed in their teaching materials, innovation in their teaching stream meanwhile a very a smaller number of teachers are seemed to do actual researches. Being in the picture, few number of graduate teachers participate in research activity at school level. Even the authority of the universities and respected ministry did not notice why the smaller number of teachers participate in research works. This can lead the teachers for further ignorance of research and innovation. The large number of teachers' absence in research works every year made the investigator to think deeply, find out the effects in retrospect to teachers and help ministry to focus upon these effects. Thus, the researcher felt the lack of attitude toward research in graduate teachers which is the main cause to prevent quality teaching practices. In addition to, the researcher also found the gap by reading many studies which have been done on university teachers, however the school teacher's research attitude and their behavioural intention to conduct research has been limitedly researched. Therefore, the major research problem of this study articulated as investigating Graduate Teacher's Cognitive and Affective attitude toward research and their Behavioural intention to conduct research. Hence, the research questions of this study as follows,

1. To what extent Cognitive and Affective attitudes toward research and Behavioural intention to conduct research are exist among Graduate teachers?
2. What is the relationship between Graduate Teacher's Cognitive, Affective attitudes and their Behavioural intention towards research?
3. What is the impact of Graduate Teacher's Cognitive, Affective attitudes toward research on their Behavioural intention to conduct research?

LITERATURE REVIEW

Attitudes toward research

Attitudes is an individual's disposition to react to certain object, behavior, person, institution, event or other discriminable aspect of the individual's world (Ajzen, 1993). There are two major categories of attitudes namely cognitive attitude and affective attitude have been widely used by several researchers (Abun et al., 2019; Khan, Shah & Khan, 2018; Oguan, Bernal & Pinca, 2014). These are manifestations of salient or latent attitude which is unobservable (Ajzen, 1993). These are the two main components of attitude and therefore, attitude is a multidimensional construct.

According to Abun et al., 2019, Cognitive attitude refers to the beliefs and thoughts about the subject, the object, the person, the institution, the event, etc. It is about the perception and information of the person toward the subject, object or the person. Affective attitude is an emotional reaction toward the subject, object or the person. It is how one feels when he/she is confronting the subject, object, the person or the institution. It is still a psychological reaction which may be verbal or nonverbal expression of feelings toward the subject, object, the person or the institution. Such reaction may be negative or positive.

Studies on measuring attitude toward research have been done by many researchers but those studies were only to measure the attitude toward research and only few researchers measure the effect of such attitude toward conducting actual research or the intention or the plan to conduct research in the future (Smith & Mackie, 2007). Many studies have been done to measure the attitude of students across disciplines toward research. For example, Shaukat, Siddiquah, Abiodullah and Akbar (2014) tried to measure the attitude of post graduate students toward research in Pakistan. The study dwelt on the hypothesis that students hold positive ideas toward different aspects of research. In line with such hypothesis, five constructs were investigated particularly on the usefulness of research for a career, research anxiety, positive attitude toward research, research's relevance to life, and research difficulty. The results were compared between male and female. The study found that male had significantly positive attitudes towards research than the females along those five constructs. The finding was also confirmed by the finding of Oguan, Bernal, and Pinca (2014) that male students are more positive compared to their female counterparts.

However, similar study of Bibi, Iqbal and Majid (2012) argued otherwise that male and female students have almost the same level of attitude toward research. Within the same interest, Belgrave, and Jules (2015) conducted a study on the attitude of students toward research. The study also found that students had a positive attitude toward research and it validated the hypothesis that students' perceptions of the functionality of research and its meaningful application to real-life situations results in a positive attitude towards research. Positive attitude can be a result of knowledge on research as pointed out by Hofmeister (2007), Kakupa and Zue (2019) and Seher (2018). By comparing Master students' and Doctoral students' attitude toward research, their study found that Doctoral students have more positive attitude toward research compared to Master students. Students who had more exposure to scientific research had positive attitude toward research (Seher, 2018). Therefore, the study pointed out that self-efficacy is positively related to positive attitude toward research as pointed by Oguan, Bernal, and Pinca (2014) that those with a high academic qualification and academic grade display a high positive attitude towards research (Rezaei, 2013).

Moreover Memarpour, Fard and Gashemi (2015), Monir, Bolderston (2009) suggested to provide greater availability of information in order to solve the problems related to self-efficacy and engage in research. Beside positive attitude toward research, there have been a lot of studies which point out the negative attitude toward research. Monir, and Bolderston (2009) had pointed in their study about the attitude and the perception of students toward research. The study revealed that students have negative attitude toward research and because of such negative attitude, they have general disinterest in conducting research. They argued that general disinterest in research is the most common reason why students are not engaging in research. This was also confirmed by Oguan, Bernal and Pinca (2014) that most students have negative attitude toward research and they found research to be difficult. Though students recognize its usefulness and importance, but they find it difficult and anxious towards research (Al Furaikh, et.al, 2017) and this attitude was caused by their lack of knowledge about research as pointed out by Kleinbaum and Swenson (1984), Kumari, et.al (2018).

Behavioural intention towards research

To understand the root cause of human behavior, it would be helpful to revisit the idea of William James, a pragmatist, a behavioral psychologist, as cited by Lawler (2006). James is against the idea that all human behavior is shaped by experience, but it is shaped by the brain or the mind. Though James recognized that humans are ruled by their instincts as other animals do, but what make humans behave the way they do and how they behave the way do is different from animals. James went on to explain that though humans are animals with the most instincts, but they will never react automatically to the instincts, the way inferior animals do because humans have the mind or the reason. It is the role of reason. Reason must create another impulse to neutralize another impulse.

The theory of planned behavior argues that the stronger people's intention to perform certain behavior, or the stronger people's intention to achieve their behavioural goals the more likely they engage in such behaviour (Abun et al., 2019). Beyond that, since TPB is concerned with the perceived behavior, the particular perceived behavior may not be carried out due to lack of information about the behavior, the requirements have changed and when other unpredicted elements have entered into the situation.

In terms of attitude and the intention to conduct research in the future, the previous studies have a mixed answer. Though students have positive attitude toward research and see research as useful in their profession and for their promotion, however, studies showed that positive attitude will not always translate into action, will not translate into plan to conduct research in the future. They cited many reasons along this line. For example, Siamian (2015) in his study found that students had a very positive attitude toward research and see it as very

useful in their life, but such positive attitude did not correlate to their plan to conduct research in the future. They somehow pointed out the reasons why they are discouraged to go into research such as the availability of resources and research facilities. Beside the availability of research facilities, students also pointed out lack of knowledge in conducting scientific research and lack of supportive environment (Soe, et.al, 2018), lack of guidance, funding and professional trainings (AlGhamd, et.al, 2014), Al Furaikh (2017), lack of experience in scientific activities (Seher, 2018), lack of time because of educational tasks (Abulata, et.al, 2019), lack of documentation and maintenance of records, (Basudan, et.al, 2019).

However, those findings may not be conclusive because some studies also found that positive attitude and self-efficacy correlates to the conduct of research. For example, Rezaei 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). Therefore, it is confirmed that self-efficacy matter to the realization of attitude toward research and the conduct of actual research.

Relationship between Attitude and Behaviour towards research

In psychology, an attitude is defined as a set of emotions, beliefs, and behaviours toward a object, person, thing, or event (Banaji & Heiphetz, 2010). It is a learned tendency to evaluate or perceived things in a certain way and therefore one can have positive or negative evaluation or perception of certain objects, experiences, practices, etc. The evaluation or perception of a person toward certain object or experience is not isolated from experiential exposure. It has been a common understanding and agreement that attitudes are results of experience, upbringing/education and social interactions. Experience or upbringing or education can have powerful influence over attitudes. However, since attitude is not independent from environment or experience, thus it is also accepted that attitudes are dynamics in the sense that it is enduring and at the same time it can also be changed (Cherry, 2019).

The recent studies conducted by Abun (2018) and Fitzsimmons and Douglas (2005) confirmed the consistency of attitude and behaviour. Abun (2018) measured the relationship between environmental attitude and environmental behaviour and the study found that environmental attitude predicted the environmental behaviour of the students and employees toward the environment. Further, he also conducted a study on the entrepreneurial attitude and future intention to establish a business and the finding also indicated a correlation. The study of Fitzsimmons and Douglas (2005) also found that entrepreneurial attitudes are significant in explaining career decision in the future and their intention to go into business. As per the above literature, the following hypothesis are developed for the study purpose.

Hypothesis 1

H0: Cognitive attitude toward research has not significant impact on Behavioural intention to conduct research.

H1: Cognitive attitude towards research has significant impact on Behavioural intention to conduct research.

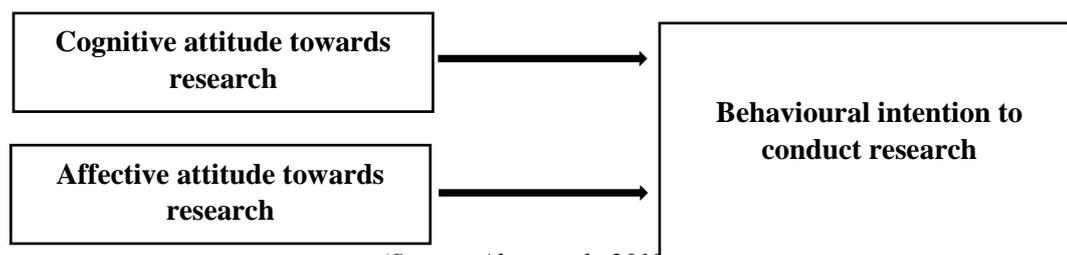
Hypothesis 2

H0: Affective attitude toward research has not significant impact on Behavioural intention to conduct research.

H1: Affective attitude towards research has significant impact on Behavioural intention to conduct research.

Recent study by Abun et al., 2019, has argued that attitudes affect the human behaviour and base on this, the current study argues that attitudes of teachers toward research affect their behavioural intention to conduct research in the future. Hence the conceptual model (figure 1) of this study has been developed for the study purpose and the figure clearly shows the link between study variables.

Figure 1: Conceptual model



(Source; Abun et al., 2019)

METHODOLOGY

Research design is the strategy, plan and structure of conducting a research project (Leedy, 1993). This research involves exploring the answers for research questions and empirical testing of hypotheses. Thus, survey method has been adopted. Constructs of Cognitive attitude, Affective attitude and behavioural intention are well defined and measurable. Hence researcher applied quantitative methodology for this study.

This study was carried out based on primary data. Structured questionnaire was used to collect data. Hence Likert scale of 1-5 which ranges from “Strongly Disagree” to “Strongly Agree” were applied in the questionnaire to identify responses. The numerical values were given for the purpose of quantification of quantitative variable as follows:

1. Strongly disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly agree

As per the quantitative methodology, the questionnaires were issued to the Graduate teachers of the schools located in Batticaloa district. Questionnaires have been received via google form and 118 questionnaires were received. Then data was entered in SPSS data base for the analysis purpose. Questionnaire for this study was adopted from Abun et al., 2019 with some modification. Hence, Cognitive attitude (14 statements), Affective attitude (11 statements) and Behavioural intention (6 statements) were used. In this study, descriptive, correlation and regression analysis were performed to analyse and evaluate the data set. Following tables 1 and 2 clearly shows the decision criteria for descriptive and correlation analysis.

Table 1: Decision criteria for Univariate analysis

Decision Criteria	Decision Attribute
$1.0 \leq X_i \leq 2.5$	Low Level (unfavourable attitude)
$2.5 < X_i \leq 3.5$	Moderate Level (neutral)
$3.5 < X_i \leq 5.0$	High Level (favourable attitude)

Where X_i = mean value of an indicator/dimension/ variable

Table 2: Decision criteria for correlation analysis

Range	Decision attributes
$r=0.5$ to 1.0	Strong positive relationship
$r=0.3$ to 0.49	Moderate positive relationship
$r=0.1$ to 0.29	Weak positive relationship
$r = -0.1$ to -0.29	Weak negative relationship
$r=-0.3$ to -0.49	Moderate negative relationship
$r=-0.5$ to -1.0	Strong negative relationship

Note: Table 3.5 implies no correlation between two variables, if the range of r is:
 $-0.1 < r < +0.1$.

The regression is an appropriate statistical multivariate analysis method in order to confirm or disconfirm the chosen hypotheses. The regression analysis has been used to determine the effect of independent variables on dependent variables. Further this analysis has been used to determine how change of 1 unit in independent variables result in the changes in the dependent variable of the study. Hence the decision criteria for the results of regression as follows;

$p \geq 0.05$: There is no significant influence of independent variable on dependent variable

$p < 0.05$: There is an significant influence of independent variable on dependent variable

FINDINGS AND DISCUSSION

Reliability analysis reveals that the values of Cronbach's alpha for the statements of questionnaire is 0.815, which is above 0.6. Thus, the whole questionnaire is considered as a reliable. Thereby, this study ensured reliability of this study questionnaire. Further, this study has three research questions and following section provides the detail answer for the research question of this study.

Research question 1: To what extent Cognitive and Affective attitude toward research and Behavioural intention to conduct research exist among Graduate teachers?

Table 3 clearly show the mean values and standard deviation of the three major variables of this study. Cognitive attitude toward research shows 4.24 mean value with the standard deviation of 0.31. This value reveals that graduate's teachers' cognitive attitude toward research is at high-level according to table 1; decision criteria, they have favourable cognitive attitude regarding research.

Table 3: Descriptive analysis

Variables	Mean	Std. Deviation
Cognitive attitude toward research	4.2432	.31361
Affective attitude toward research	3.8155	.40173
Behavioural intention to conduct research	3.9627	.36713

According to table 3, affective attitude toward research is also at high-level with the mean value of 3.81 and standard deviation 0.4. Therefore, this finding clearly reveals that graduate teachers have favourable affective attitude towards research. However, this attitude is quite low compared with cognitive attitude towards research. Meanwhile this study findings clearly shows that graduate teacher's behavioural intention to conduct research is at high level with the mean value 3.96 and standard deviation 0.36. This shows their willingness and readiness to conduct the research in future.

Table 4: Descriptive analysis – Field of degree

Description		Cognitive attitude toward research	Affective attitude toward research	Behavioural intention to conduct research
Field of degree	Commerce	4.2052	3.7705	3.8090
	Management	4.3071	3.8129	3.9706
	Arts	4.1982	3.7966	3.9921
	Science	4.2739	3.8300	4.0217
	Agriculture	4.1400	4.0000	3.5000
	Infor. Tech.	4.2976	3.8876	4.0412

Table 4 shows the mean values of graduate teacher's attitude towards research and their behavioural intention to conduct research across different field of basic degree. Cognitive attitude towards research is at high-level among management graduates compare with other field of graduate teachers. Meanwhile graduate teachers from agricultural degree have high positive attitude than other graduate teachers from other fields. Consequently, compare with other field of degree, behavioural intention to conduct research is at high level among the graduate teachers who did their degree in information technology.

Research question 2: What is the relationship between Graduate Teacher's Cognitive, Affective attitude and Behavioural intention towards research?

The results of the correlation analysis presented in table 5. Results show that there is a strong positive correlation and relationship between cognitive attitude and behavioural intention ($r = .668$, $p < .01$), affective attitude and behavioural intention ($r = .709$, $p < .01$), and cognitive and affective attitude ($r = .714$, $p < .01$).

Table 5: Descriptive analysis – Field of degree

Descriptions		Cognitive attitude	Affective attitude	Behavioural intention
Cognitive attitude	Pearson Correlation	1	.714**	.668**
	Sig. (2-tailed)		.000	.000
	N	118	118	118
Affective attitude	Pearson Correlation	.714**	1	.709**
	Sig. (2-tailed)	.000		.000
	N	118	118	118
Behavioural intention	Pearson Correlation	.668**	.709**	1
	Sig. (2-tailed)	.000	.000	
	N	118	118	118
**. Correlation is significant at the 0.01 level (2-tailed).				

This finding clearly shows that compare with cognitive attitude, graduate teachers' affective attitude towards research has high positive correlation with behavioural intention to conduct research. Further favourable cognitive and affective attitude towards research will lead the enhancement of graduate teacher's willingness to conduct research.

Research question 3: What is the impact of Graduate Teacher's Cognitive, Affective attitude toward research on their Behavioural intention to conduct research?

Tables 6 to 8 shows the regression analysis of this study. Table 6 shows that 56% of the variation ($R^2 = 0.556$) in behavioral intention to conduct research is explained by graduate teacher's cognitive and affective attitude towards research. Therefore, the regression model is adequate for the explanation of impact of variable. Further, table 7 indicates that the significant value from ANOVA is 0.000 which is less than 0.05. Hence, it can be concluded that there is a significant relationship between the independent variable and the dependent variable, and thereby this regression model can be used to explain the impact of independent variable on dependent variable.

Table 6: Regression Analysis - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 ^a	.556	.549	.24668
a. Predictors: (Constant), Affective attitude, Cognitive attitude				

Table 7: Regression Analysis - ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.772	2	4.386	72.073	.000 ^b
	Residual	6.998	115	.061		
	Total	15.770	117			
a. Dependent Variable: Behavioural intention						
b. Predictors: (Constant), Affective attitude, Cognitive attitude						

Table 8: Regression Analysis - Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.673	.309		2.175	.032
	Cognitive attitude	.386	.104	.330	3.715	.000
	Affective attitude	.433	.081	.474	5.336	.000

a. Dependent Variable: BI

Table 5 showed that the results of multiple regression analysis among the independent and dependent variables of this study. According to the table 5, cognitive and affective attitude toward research have a regression coefficient of 0.386, 0.433 respectively. Significant value of these two attitudes also shows less than 0.05. As the significant value is less than 0.05, there is enough evidence support alternative hypothesis. Therefore, it can be concluded that;

H1: Cognitive attitude toward research has significant impact on Behavioural intention to conduct research.

H2: Affective attitude toward research has significant impact on Behavioural intention to conduct research.

In addition to that, the fitted regression model of this study can be shown as below:

$$Y = 0.673 + 0.386 X1 + 0.433 X2$$

Where Y – Behavioural intention to conduct research
 X1 – Cognitive attitude toward research
 X2 – Affective attitude toward research

CONCLUSION AND RECOMMENDATIONS

Finding of this study shows that graduate teachers have positive Cognitive and Affective attitude towards research. This finding match with previous findings by Abun, et al., 2019 and Soe, et al., 2018. This favourable cognitive attitude reveals that graduates teachers feel research as valuable one for human life. Further They realize the important of research for enriching knowledge. In addition to that they prefer that research should be as an essential component in their professional training and research should be taught to school students. Meanwhile favourable affective attitude has been found among graduate teachers. They feel research as an exciting, interesting and easy activity. Further they believe that research will bring great feeling with self-confident. Consequently, this study finding explain that graduate teachers have intention to conduct research in future for their career and school development by utilizing their research knowledge.

Strong positive correlation has been identified between the cognitive and effective attitude of graduate teachers and their intention to conduct research. This finding match with previous findings of Haaga and Kaufmann (2020), they also found positive correlation between these study constructs. This finding reveals that when graduate teachers have the positive attitude towards the research activities, it will lead to the enhancement of their behavioural intention to involving the research for the development of school in future. While negative attitude toward research may make the graduate teachers to show the un intention to conduct research in their professional career.

Finally, significant positive influence of cognitive and affective attitude towards research on graduate teacher's behavioural intention to conduct research has been identified in this study settings. This results match with previous findings by Safi & Kumar, 2019. This find reveal that over 56% of the variance in graduate teacher's behavioural intention to conduct research is determined by two major attitudes namely cognitive and affective attitude toward research. Other 44% determined by other factors. Over all the finding show that graduate teachers are interested to do research in future due to their positive attitude towards research activities. This shows the potential towards the development of education sector of the country through the research culture among graduate teachers.

As per the conclusion of this study, it is recommended that there must be continuous training to improve their cognitive attitude and affective attitude towards research among the graduate teachers. If so, it will increase their intention to conduct research for the school and career development. Further this study recommends for the enhancement of fund allocation toward research activities in school level. It will enhance the research culture

among the graduate teachers in school level. Furthermore, this study recommends activating research-based incentives for school teachers to boost their intention to conduct research at school level it will be useful for finding the actual problems in school education. Finally, this study highly recommends creating the partnership between universities and schools to generate knowledge sharing toward the research development in the education sector of the country.

FUTURE RESEARCH DIRECTIONS

During this study, researcher encountered some areas for future research. This research has only been confined to the education sector. Therefore, the same research can be extended to other sector such as finance, production and other service sector. It will give findings as to how employees attitudes towards research influence the intention to conduct research in other sectors. Meanwhile comparative studies can be done in the different industries and this will fill methodological gap. In addition, this study has focused only the influence of independent variable on dependent variable. However, there can be other variables which could be treated as a mediating or moderating variable. Therefore, future studies should focus on mediator or moderators, it will add new knowledge.

The same study can be undertaken applying mix methodology. Because meaning can be constructed using qualitative methodology and the influence of study variables can be determined using quantitative methodology. Hence mix methodology will add new findings. Further, the longitudinal study can also be done to see before and after research training programmes which can give a clear indication about importance of research culture among graduate teachers.

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