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RESEARCH ARTICLE

Exploring Students' Research Attitude in Eastern Samar State University-Guiuan, Samar Philippines: Input to Action Plan

Rotsen C. Yodico*

Eastern Samar State University, Guiuan Samar Philippines

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***Corresponding Author:**

ABSTRACT

This study assessed the research attitudes of third-year college students at Eastern Samar State University – Guiuan Campus, Samar Philippines aiming to understand the factors that influenced these attitudes and their correlation with demographic profiles. A descriptive-correlational research design was employed, and data were collected from 307 respondents selected through simple random sampling. Key variables included research orientation, rewards and influence of research, personal interests, and research use. Data were analyzed using descriptive and inferential statistical tools. Findings revealed that students generally held positive attitudes toward research, with institutional support and personal interest emerging as critical motivators. Students strongly recognized the role of the university in fostering a research-oriented culture, though some expressed uncertainty about identifying themselves as researchers. Reward systems, including academic recognition and tangible incentives, positively influenced engagement, while personal interests shaped the time and effort allocated to research. The study also identified significant correlations between demographic factors—such as age, sex, and departmental affiliation—and research attitudes, with the latter showing the strongest association. These findings informed the design of an action plan aimed at enhancing research engagement through targeted interventions, including increased funding, mentorship programs, and the integration of research into departmental curricula. This study underscored the importance of a supportive academic environment in shaping students' research attitudes and provided practical recommendations to improve their engagement and success in research activities.

INTRODUCTION

Research is the process of collecting and analyzing information to increase our understanding of the phenomenon under study (Swindoll, 2012). Research is a very important discipline that encompasses almost all other disciplines in the academe and the society. The goal of academic study is to increase one's comprehension of the wider world and add new insights to the body of knowledge (Groessler, 2017). It plays a very important role in achieving deeper and wider understanding of phenomena that can contribute to national and societal goals.

One of the fundamental courses in the undergraduate programs is the research subject. Research plays a vital role in education, serving as the foundation for evidence-based practices that enhance the quality of learning and instruction (Creswell & Guetterman, 2019; Mansoor et al., 2025). Furthermore, research is integral to the curriculum, meaning that it is necessary for both improving the quality of life and instruction. The development of research capacity at the undergraduate level is essential to produce good quality researchers in the long run. As a result, research-based education should be implemented in schools as this is where new ideas are generated and research methodology is taught (Shoemaker, 1984).

Zarah (2019) emphasized that research promotes learning and aids in acquiring knowledge. Through research, educators and students gain the ability to analyze complex educational challenges and devise solutions that are practical and effective. In higher education, research is crucial in

helping students develop critical thinking, analytical, and problem-solving skills, which are essential for academic and professional success (McMillan & Schumacher, 2020; Abbas et al., 2025). This was supported by the National Academies of Sciences, Engineering, and Medicine (2017) which states that, undergraduate research experiences (UREs) are crucial for students' professional and personal growth.

A student's attitude toward research is a key factor influencing their academic performance and engagement in research activities. Positive attitudes tend to lead to greater interest and better research outcomes, while negative perceptions may result in avoidance or a lack of motivation (Hernández et al., 2021). Research by Korucu and Sezer (2020) highlights the role of support systems, such as faculty mentorship and access to resources, in shaping students' attitudes toward research. When students perceive research as accessible and valuable, they are more likely to engage actively and produce meaningful work.

For third-year college students, research often represents a critical turning point in their academic journey, as they are expected to transition from being consumers of knowledge to becoming producers of knowledge (O'Donoghue, 2019; Moghavvemi & Jam., 2025). Students at this stage often experience anxiety due to perceived complexity and the high expectations placed upon them (Aziz et al., 2020). Understanding the specific attitudes of these students is crucial for creating interventions that improve their research skills and confidence.

The study aims to address significant gaps in understanding the dynamics of students' attitudes toward research, which have profound implications for their academic engagement and success. The study will explore these issues by investigating the extent of third year students' attitudes towards research at Eastern Samar State University, the factors influencing these attitudes, and the interrelationships of participants' profile demographics among these factors. By assessing these attitudes, the research aims to provide insights that can inform the development of action plans to address challenges, improve student engagement in research, and foster a more supportive academic environment (Burhan & Ismail, 2022; Masih et al., 2025).

MATERIALS AND METHODS

Research Design

This study employed a descriptive-correlational research method. A descriptive-correlational research method is a combination of descriptive and correlational research approaches, aimed at gathering detailed information about variables and examining the relationships between them. Descriptive research is a type of research which collects information that describes existing phenomena as they are, such as the readiness of conducting research among students (Creswell, 2014). On the other hand, correlational research helps in determining whether, and to what degree, a relationship exists between the variables being studied, but it does not imply causations (Fraenkel, Wallen, & Hyun, 2018). By employing a descriptive-correlational research method, researchers can provide comprehensive descriptions of phenomena and simultaneously investigate potential relationships between students' demographic profile and level of attitude in conducting research.

Locale of the Study

This study was conducted at Eastern Samar State University – Guiuan Campus, located in Guiuan, Eastern Samar, Philippines. Established in 1962, the Guiuan Campus is part of the broader Eastern Samar State University (ESSU) system, which has multiple campuses across the province. The university plays a key role in providing quality higher education to the region, particularly in the fields of education, agriculture, engineering, and technology.

Table 1. Distribution of respondents among the third-year students

College/Department	Total Population	Sample
College of Technology	326	75
College of Engineering	108	24
College of Education	96	22
College of Business Management and Accountancy	190	45
College of Hospitality Management	337	78

College of Arts and Sciences	35	9
College of Criminal Justice Education	99	23
College of Computer Studies	136	31
Total	1,327	307

Sampling Technique

The researchers used simple random sampling technique in determining the number of respondents. This method ensures that every possible sample of a given size has the same probability of being chosen, leading to unbiased and representative samples. It involves selecting individuals randomly from a larger population, often using random number generators or drawing lots (Creswell, 2014; Fraenkel, Wallen, & Hyun, 2018). Proportional distribution of respondents was used in getting the sample size of the respondents from its total population.

Research Instrument

The researcher used a modified survey questionnaire from the study of Ghalley (2021) on the attitude of teachers in conducting research. The reliability analysis of the survey-tool generated a Cronbach's Alpha of 0.953, which means that it is highly reliable.

Data Gathering Procedure

To obtain the data needed for the study, the researcher wrote a letter to the Campus Administrator requesting authorization to conduct the study. Upon Administrator approval, the researcher produced copies of the instruments and administer the same to the respondents. Retrieval was done right after the questionnaire was completed.

Data Analysis

All data that were generated from the survey were tallied, tabulated, coded, and analyzed using Statistical Packages for the Social Sciences (SPSS). This is a program that organizes data, conducts 30 statistical analyses, and generates tables and graphs that summarize data. Descriptive and inferential statistics will be used, including correlation analysis of the different variables. Mean, percentage, and frequency counts will be applied in determining the level of each factor that is under the scope of investigation. ETA Correlation was utilized in determining the relationship between variables.

RESULTS AND DISCUSSION

Respondents' Profile

Table 2. Profile of the Respondents in terms of their age, sex, civil status, research fund, and college/department

Characteristics	Categories	Frequency (N)	Percentage (%)
Age	20 - 25	295	96.1
	26 - 30	6	2.0
	31 - 35	3	1.0
	36 - 40	2	0.7
	41 & above	1	0.3
Sex	Male	171	55.7
	Female	136	44.3
Civil Status	Single	305	99.3
	Married	1	0.3
	Separated	0	0.0
	Widowed	0	0.0
	Others	1	0.3
Research Fund	Allowance	259	84.4
	Scholarship	24	7.8
	Salary (Working Student)	14	4.6
	Crowdfunding	0	0.0
	Others	10	3.3
College/Department	College of Technology	75	24.4
	College of Engineering	24	7.8
	College of Education	22	7.2

	College of Business Mgt. and Acc.	45	14.7
	College of Hospitality Management	78	25.4
	College of Arts and Sciences	9	2.9
	College of Criminal Justice Education	23	7.5
	College of Computer Studies	31	10.1

The profile of the respondents, as shown in Table 1, reveals that the vast majority (96.1%) of the respondents, or 295 students, are between the ages of 20 and 25. This indicates that most of the participants are young adults who fall within the typical age range for college students, likely focusing on completing their academic programs and preparing for their future careers. This finding aligns with Arnett's (2000) theory of "emerging adulthood," a developmental stage where young people explore various aspects of their personal and professional lives, such as identity, relationships, and career choices.

The gender distribution among respondents is fairly balanced, with 171 males (55.7%) and 136 females (44.3%). This relatively equal representation is typical in coeducational institutions. The slight male majority could be attributed to higher male enrollment in fields such as technology or engineering, which tend to attract more male students (Sadker & Zittleman, 2009). While these gender differences may influence participation in certain academic disciplines or extracurricular activities, the study reflects a balanced representation of both male and female perspectives.

The majority of respondents, 305 students (99.3%), are single, with only one student (0.3%) reporting as married. Given the age range of the participants, it is expected that most are unmarried. This aligns with broader trends among young adults, who often prioritize education and career development before marriage (Cherlin, 2020). Since nearly all of the respondents are single, they likely face fewer family-related responsibilities, allowing them to focus more on their academic pursuits.

In terms of research fund, 259 respondents (84.4%), rely on an allowance as their main source of funding for their education. A smaller portion, 24 students (7.8%), receive a scholarship, and 14 students (4.6%) are working students who earn a salary.

The heavy reliance on allowances indicates that most students depend on family financial support to fund their education. McCoy et al. (2016) suggest that students who rely heavily on family allowances may experience financial stress, particularly if their funds are limited, which could affect their academic performance. The relatively small number of scholarship recipients shows that there may be a need for more financial aid opportunities. With regards to the college/department distribution, the respondents are spread across a variety of departments, with the largest group from the College of Hospitality Management (78 students, 25.4%) and the smaller group comes from the College of Arts and Sciences (2.9%). The popularity of the College of Hospitality Management and the College of Technology may reflect the growing demand for professionals in these fields. These programs likely attract students because they offer promising career opportunities in industries that are expanding, such as tourism and technology (Bureau of Labor Statistics, 2020). The wide distribution of respondents across different academic departments shows diversity in academic interests, though the concentration of students in certain fields may influence the overall trends in the study. The data reflects the typical characteristics of a traditional student population, with a focus on career preparation and minimal family responsibilities, which allows them to concentrate on their studies.

Factors Influencing Attitudes Towards Research Writing

Research Orientation

Table 3. Factors influencing attitudes towards research writing in terms of research orientation

Items	Mean	SD	Interpretation
I feel professional satisfaction by conducting research.	3.53	0.812	Positive Attitude
I view myself primarily as a researcher.	3.30	0.779	Undecided
I believe that ESSU-Guiuan should support students who exhibit interest in research.	4.22	0.896	Extremely Positive Attitude
I can contribute to my school by publishing research papers that are relevant to the problems faced in my school.	3.64	0.878	Positive Attitude

The intellectual challenge of academic research inspires me to work harder.	3.85	0.732	Positive Attitude
Overall Mean	3.71	0.819	Positive Attitude

Legend: 4.21-5.00 – Extremely Positive Attitude; 3.41-4.20 – Positive Attitude; 2.61-3.40 – Undecided; 1.81-2.60 – Somewhat Negative Attitude; 1.00-1.80 – Negative Attitude

As shown in Table 3, the highest mean score (4.22) is for the item, *"I believe that ESSU-Guiuan should support students who exhibit interest in research."* reflecting an Extremely Positive Attitude among the third year students at Eastern Samar State University-Guiuan Campus. The high score indicates that students highly value the university's role in supporting research, recognizing that institutional support—such as resources, mentorship, and funding—can greatly enhance engagement and academic success. This finding aligns with educational research that emphasizes the importance of university support in fostering a strong research culture (Tadesse & Melese, 2016). Students appear to understand that research opportunities provided by the university can significantly contribute to their academic growth and career prospects. Conversely, the item with the lowest mean score (3.30) is, *"I view myself primarily as a researcher,"* which is categorized and interpreted as Undecided. This suggests that students are uncertain or ambivalent about identifying themselves primarily as researchers. As third year students, they may still be developing their academic identities and have not fully embraced the role of a researcher. Borg (2009) notes that balancing research with other academic obligations, such as coursework and teaching, can create uncertainty in seeing oneself as a researcher. This neutral response may also indicate that students require more exposure to research opportunities to build their confidence and develop a stronger sense of identity as researchers. The mean score across all items is 3.71, interpreted as reflecting a Positive Attitude with a standard deviation of 0.819. This suggests that, in general, third-year students hold favorable views toward research. While they may not fully see themselves as researchers yet, they do recognize the value of research and its importance—especially when supported by the institution. This positive attitude aligns with Tadesse and Melese's (2016) findings, which highlight the role of institutional support in promoting student engagement in research. It indicates that students are open to further developing their research skills and interests, especially when given the right resources and opportunities.

Table 4. Factors influencing attitudes towards research writing in terms of rewards and influence research

Items	Mean	SD	Interpretation
I think rewards are effective means of influencing students' performance in research.	3.79	0.771	Positive Attitude
I think reward influences students to conduct research activities.	3.74	0.784	Positive Attitude
I think students must be productive researchers.	4.01	0.761	Positive Attitude
I think that if research will not have a significant effect on students' academic performance, I would devote less time and effort to research.	3.47	0.734	Positive Attitude
I can become an effective student if I am able to have an educated critique about the quality of research.	3.79	0.726	Positive Attitude
Overall Mean	3.76	0.755	Positive Attitude

Legend: 4.21-5.00 – Extremely Positive Attitude; 3.41-4.20 – Positive Attitude; 2.61-3.40 – Undecided; 1.81-2.60 – Somewhat Negative Attitude; 1.00-1.80 – Negative Attitude

The item with the highest mean score is *"I think students must be productive researchers,"* with a mean score of 4.01. This reflects a Positive Attitude. This high score indicates that the third-year college students at Eastern Samar State University-Guiuan Campus believe strongly in the importance of research productivity as part of their academic role. It suggests that these students recognize research as a key element in their academic development and future career opportunities. According to Bland et al. (2005), research productivity not only enhances students' critical thinking

and problem-solving skills but also prepares them for real-world challenges. The high score here demonstrates the value students place on becoming actively involved in research and seeing it as part of their academic identity. The item with the lowest mean score *is "I think that if research will not have a significant effect on students' academic performance, I would devote less time and effort to research,"* with a mean of 3.47. Although the score still reflects a Positive Attitude, it is lower than the other items. This suggests that while students generally agree that they would continue engaging in research even if it does not directly impact their academic performance, there is some hesitation. Ramsden (2003) discusses how extrinsic factors, such as grades or academic recognition, can play a significant role in motivating students to engage in academic tasks. This lower mean score may indicate that students are more likely to invest time in research if they see a clear academic benefit, such as improved grades or recognition from faculty. The overall mean for all items in the table is 3.76 with a standard deviation of 0.755 which is interpreted as a Positive Attitude. This indicates that, on average, the third-year students at ESSU-Guiuan hold generally positive attitudes toward research and the influence of rewards on their research engagement. The overall mean suggests that students recognize the importance of research in their academic journey and are motivated to engage in research activities, particularly when these efforts are linked to tangible rewards or recognition. This overall positive disposition aligns with the findings of Bland et al. (2005), who emphasize that a supportive environment that offers rewards for research can significantly enhance research engagement and productivity among students.

Table 5. Factors influencing attitudes towards research writing in terms of personal interests

Items	Mean	SD	Interpretation
I think rewards are effective means of influencing students' performance in research.	3.79	0.771	Positive Attitude
I think reward influences students to conduct research activities.	3.74	0.784	Positive Attitude
I think students must be productive researchers.	4.01	0.761	Positive Attitude
I think that if research will not have a significant effect on students' academic performance, I would devote less time and effort to research.	3.47	0.734	Positive Attitude
I can become an effective student if I am able to have an educated critique about the quality of research.	3.79	0.726	Positive Attitude
Overall Mean	3.76	0.755	Positive Attitude

Legend: 4.21-5.00 – Extremely Positive Attitude; 3.41-4.20 – Positive Attitude; 2.61-3.40 – Undecided; 1.81-2.60 – Somewhat Negative Attitude; 1.00-1.80 – Negative Attitude

The item with the highest mean score in Table 4 was Personal Interests is *"I think that personal interests are the most important factor in determining the allocation of time to research,"* with a mean score of 4.05. This is interpreted as a Positive Attitude. The high mean score suggests that third-year college students at Eastern Samar State University-Guiuan Campus prioritize personal interests when deciding how much time to dedicate to research. This finding aligns with studies emphasizing the importance of intrinsic motivation in driving student engagement in academic tasks. Deci and Ryan (2000) argue that students are more likely to invest time and effort into research activities that align with their personal interests and passions. The high score here reflects that these students see personal relevance as a key factor in their research choices, potentially influencing their engagement and quality of work. The item with the lowest mean score is *"I want to build up my reputation as a student researcher through my research,"* with a mean of 3.62, described and interpreted as reflecting a Positive Attitude. Although the students agree that building an academic reputation through research is important, the lower mean score suggests that they may not yet see this as their top priority. As third-year students, their primary focus might still be on completing coursework and developing research skills rather than on building a scholarly reputation. McAlpine and Amundsen (2011) note that students' focus on establishing an academic reputation typically increases as they advance further in their studies, particularly during postgraduate education. The lower score reflects that while students acknowledge the importance of developing a research reputation, it may not yet be as pressing a concern as other academic goals. The overall mean for the items in the table is 3.78,

with a standard deviation of 0.798 and interpreted as a Positive Attitude. This overall score suggests that, on average, the third-year students at ESSU-Guiuan hold positive attitudes towards research and recognize the importance of personal interests in shaping their research activities. The overall positive disposition indicates that these students are generally motivated by personal academic interests, though they may not yet fully prioritize building an academic reputation. Deci and Ryan (2000) highlight that intrinsic motivation, driven by personal satisfaction and interest, is key to sustained academic engagement, and this seems to hold true for the students in this sample.

Table 6. Factors influencing attitudes towards research writing in terms of research use

Items	Mean	SD	Interpretation
In my opinion research should be mandatory for academic pursuit.	3.91	0.890	Positive Attitude
I think research is useful to every student.	4.19	0.811	Positive Attitude
In my opinion research-oriented thinking plays an important role in everyday life.	4.14	0.792	Positive Attitude
Overall Mean	4.08	0.831	Positive Attitude

Legend: 4.21-5.00 – Extremely Positive Attitude; 3.41-4.20 – Positive Attitude; 2.61-3.40 – Undecided; 1.81-2.60 – Somewhat Negative Attitude; 1.00-1.80 – Negative Attitude

The item with the highest mean score in Table 5 was Research Use is *"I think research is useful to every student,"* with a mean score of 4.19. This is interpreted as showing a Positive Attitude. The high score indicates that the third-year college students at Eastern Samar State University-Guiuan Campus believe research has universal applicability across various academic fields. This aligns with the perspective that research enhances critical thinking, problem-solving, and a deeper understanding of one's discipline. Brew (2001) emphasizes that research helps students engage with complex issues and develop analytical skills that can be transferred to various areas of life. Similarly, Healey and Jenkins (2009) argue that integrating research into education promotes active learning, making students more reflective and capable of independent inquiry. This high score suggests that students recognize research's broader role in enhancing their academic and professional growth. The item with the lowest mean score is *"In my opinion, research should be mandatory for academic pursuit,"* with a mean score of 3.91, also reflecting a Positive Attitude. While students still largely agree with this statement, the slightly lower mean suggests that some have reservations about making research compulsory. One possible explanation is that students may be concerned about the additional workload or its direct relevance to their specific career goals. Boud and Lee (2005) suggest that students often view research as a demanding task, especially when not directly linked to their immediate academic or career aspirations. However, integrating research as a core academic requirement helps students build skills like resilience, time management, and resourcefulness, which are useful in many professional fields. Despite the lower score, the generally positive response indicates that students still see the value of research, even if they are hesitant about making it mandatory for all programs. The overall mean for the items in the table is 4.08, with a standard deviation of 0.831 and interpreted as a Positive Attitude. This suggests that third-year students at ESSU-Guiuan have an overall positive perception of the role of research in their academic journey and beyond. As stated by Zuber-Skerritt and Roche (2004), integrating research into academic programs encourages a culture of inquiry, fostering critical thinking and creativity. The high overall mean supports the idea that students recognize the importance of research not only for academic success but also for its practical applications in everyday life. This positive attitude aligns with the findings of Healey and Jenkins (2009), who highlight that students benefit from research by becoming more engaged and better prepared to tackle real-world challenges.

Relationship between the Variables Measured

Table 7. Relationship between Students' Demographic Profile and their Attitude in Research Writing

Demographic Profile	ETA Correlation	Interpretation	*P*-value	Interpretation
Age	0.183	Weak Association	0.036	Significant
Sex	0.112	Weak Association	0.049	Significant
Civil Status	0.150	Weak Association	0.031	Significant
Research Fund	0.335	Moderate Association	0.000	Significant
College/Department	0.732	Strong Association	0.000	Significant

The relationship between age and research attitude in this study shows a weak but statistically significant positive correlation, with an ETA correlation of 0.183 and a p-value of 0.036. This suggests that as students age, their attitudes toward research become slightly more favorable, although the effect is limited. This finding could be attributed to the developmental differences associated with age. Arnett (2000) describes the period of *"emerging adulthood"* (late teens to mid-20s) as a phase where individuals explore academic, professional, and personal identities. Older students, who may have had more exposure to academic life, often develop a greater appreciation for research as they begin to see its relevance to their careers and personal growth (Arnett, 2000). Additionally, older students may have more refined study habits, time management skills, and a clearer understanding of their academic goals, all of which can contribute to a more positive attitude toward research activities. Griffioen (2019) highlights that students who view research as professionally advantageous are more likely to engage positively with research tasks. Therefore, the implication here is that younger students might benefit from structured mentorship and guidance to help them understand the practical and career-related benefits of research earlier in their academic journey. Universities could implement initiatives like introductory research workshops or career-oriented research projects to engage younger students and help them build a more positive research mindset over time.

The study found a weak yet significant correlation between sex and research attitude, with an ETA correlation of 0.112 and a p-value of 0.049. This suggests that minor differences exist in how male and female students perceive and approach research. Previous research has shown that these differences can be linked to factors such as research anxiety, confidence, and self-efficacy in research-related tasks. For instance, Shaukat et al. (2014) found that male students sometimes display more positive attitudes toward research compared to female students, potentially due to lower levels of research anxiety or a higher degree of confidence in managing research tasks. Female students, on the other hand, may face more anxiety related to research activities, which could negatively influence their attitudes (Seher et al., 2018). The implication of this finding is that universities should consider implementing support programs aimed at reducing research anxiety and boosting confidence, particularly among female students. Workshops focused on skill-building in research methods, as well as mentorship from faculty members who can provide reassurance and guidance, could help mitigate any gender-based disparities in research attitudes. Addressing these subtle differences can create a more inclusive environment that encourages all students to engage with research equally and confidently.

Civil status also shows a weak but statistically significant correlation with research attitude, with an ETA correlation of 0.150 and a p-value of 0.031. This finding suggests that students' personal circumstances, particularly marital status, may influence their attitudes toward research. Married students or those with dependents might approach research differently from single students, often viewing it through a practical lens as a means to support career advancement. Married students may also have additional responsibilities, such as family or work obligations, which could impact the amount of time and energy they can devote to research. Belgrave and Jules (2015) indicate that students with a more pragmatic view of research, seeing it as a tool for professional development, tend to hold a more positive attitude toward it, even if they are balancing multiple responsibilities. The implication here is that institutions could provide flexible options for students with family commitments, such as part-time research programs, online resources, or evening workshops. Such accommodations would enable students with varied personal responsibilities to engage with research in ways that align with their unique life circumstances, fostering a more positive attitude toward research despite potential challenges.

A moderate and statistically significant positive correlation exists between access to research funding and students' attitudes toward research, with an ETA correlation of 0.335 and a p-value of 0.000. This moderate association suggests that students who receive financial support for their research activities tend to have a more favorable attitude towards research. This outcome can be explained by the fact that financial constraints often create stress and limit students' ability to fully engage in research activities, particularly when additional resources (such as travel for fieldwork, access to specialized equipment, or subscription fees for journals) are needed. Studies by Griffioen (2019) and Alhaidary (2019) show that access to funding reduces these barriers, allowing students to focus more on the quality and scope of their research without the distraction of financial strain.

The implication of this finding is that universities should consider increasing the availability of research funding through grants, scholarships, or sponsorships, especially for undergraduate and early-career researchers. By providing students with the financial resources they need, institutions can foster a more positive research culture, as students feel that their academic pursuits are both valued and supported. Increased funding opportunities could significantly boost students' enthusiasm and engagement in research, leading to higher quality academic outputs and more productive research experiences.

The strongest correlation in this study was found between college/department affiliation and research attitude, with an ETA correlation of 0.732 and a p-value of 0.000, indicating a strong and highly significant association. This finding implies that students' attitudes towards research are heavily influenced by the academic environment within their specific departments or colleges. Certain fields, particularly those with a strong research component like sciences, engineering, or health-related disciplines, often foster a culture that promotes research as an essential part of the curriculum. In these departments, students may have greater access to research resources, mentorship opportunities, and encouragement to engage in research-related activities, which collectively contribute to a more positive attitude toward research (Jansen et al., 2021; Kozlova & Atamanova, 2012). Conversely, students in fields that may not emphasize research as heavily might not experience the same level of encouragement or resource availability, which could affect their attitude. The implication here is that universities should work towards creating a supportive research culture across all departments, not just in research-intensive disciplines. This could involve providing all departments with access to basic research resources, establishing interdisciplinary research opportunities, and encouraging faculty members to mentor students in research regardless of the field. By fostering a university-wide research culture, institutions can ensure that all students, regardless of their academic focus, are encouraged to develop a positive attitude toward research.

CONCLUSION

This study on the research attitudes of third-year students at Eastern Samar State University-Guiuan revealed that students hold generally positive views towards research, with several key factors shaping their engagement. Institutional support emerges as a critical factor, as students perceive the university's resources, mentorship, and funding opportunities as valuable for their academic growth. Many students expressed strong appreciation for the role of the university in supporting research activities, which they believe significantly enhances their potential for success. However, there is hesitance among some students to fully identify as researchers, indicating a need for greater exposure and confidence-building within academic research roles. Reward systems, including academic recognition and tangible incentives, also play a significant role in fostering positive attitudes towards research, further motivating students to participate in and prioritize their research projects.

Personal interest in research topics also strongly influences students' engagement, with students showing a preference for research projects aligned with their academic passions. Additionally, demographic factors such as age, gender, and college department significantly correlate with research attitudes. Notably, students in departments that emphasize research more heavily, like sciences and engineering, reported stronger research identities and engagement. These findings underscore the importance of a supportive university culture that includes mentorship, resources, and opportunities for students to explore and develop their research skills. The study highlights that a targeted, demographic-sensitive approach in promoting research involvement can contribute to building students' confidence and fostering a sustained commitment to research.

Recommendations

Based on the findings and conclusions of the study, several recommendations can be made to enhance the research engagement and writing performance of third-year students at ESSU-Guiuan.

First, to improve research engagement, Eastern Samar State University-Guiuan should enhance its institutional support by establishing structured mentorship programs and expanding funding opportunities for research-oriented students. This can include offering scholarships, grants, or allowances specifically aimed at alleviating the financial burden of research-related activities, ensuring that students from all financial backgrounds can actively participate. Mentorship programs

that pair students with experienced researchers or faculty members will further guide and support them in their academic journey, helping them build confidence and develop a stronger research identity over time.

It is also recommended that the university implement an incentive system that acknowledges student researchers with awards, academic credits, and other forms of recognition. These incentives can help maintain student motivation and align their research activities with long-term academic and career goals. Departmental efforts should be made to integrate research elements into the curriculum, fostering a research-driven environment that encourages students from all fields to view research as an essential component of their education.

Lastly, the university should conduct introductory workshops and career-oriented research sessions targeted at younger students, building a foundation for research involvement early in their academic journey. Additionally, demographic-specific needs should be addressed, especially to support students balancing family or work obligations and to reduce research anxiety for female students. By implementing these initiatives, Eastern Samar State University-Guiuan can create a well-rounded and inclusive research culture that encourages all students to engage in research confidently and meaningfully.

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