

ATTITUDE AND ANXIETY OF PHYSICAL THERAPY STUDENTS TOWARDS RESEARCH AMONG ISRA UNIVERSITY STUDENTS HYDERABAD

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Abstract

Background: Through evidence- based Physical therapy practice Physical therapy research provides the best possible care for patients students attitudes towards research encourage them to participate in research improve their research abilities and utilize research findings in clinical setting to promotes positive patient outcome.

Aim: The aim of this study is to analyses the attitude and anxiety of undergraduate Physical therapist students towards research

Method and material: a cross sectional study was carried out with purposively selected students (n=100) from one physical therapy university (4th year and final year PT students) with informed voluntary consent data on students attitude and anxiety towards research were collected using Attitudes Towards Research (ATR) scale which was devised by Elena T. Papanastasiou in 2005. ATR consists of 32 items a value 1 indicates strongly disagree and a value of 7 indicates strongly agree Analysis were performed using SPSS version 21.

Results: the overall results shows that 50% students was agree that research skills will be helpful in their future while 54% students was said that they make many mistake in research while 25% students have difficulty to understand the concept of research

Conclusion: It was concluded that students have positive attitude towards research however they have also anxiety towards research and have difficulty to perform research work.

1INTRODUCTION

1. Research

Research is the process of gathering and analyzing data in order to gain a better knowledge of the phenomenon being investigated. The goal of research is to contribute to a better understanding of the phenomenon and then to share that

knowledge with others. It provides students with rewarding learning experiences, resulting in graduates who are capable of great personal and professional performance. Research has become one of the most significant intellectual belongings for every human being in today fast changing words allowing him to adopt his way of life in accordance with the

needs and demands of society .research has in and of itself made a considerable contribution to man's giant leap towards the future. All graduates must have relevant and adequate research expertise as part of their core curriculum after which they must be given with a proper foundation from which to develop any specialized research abilities that may be 1 necessary in their profession. (1) The development of research capacity at the undergraduate level is critical for the long-term production of high-quality researchers, hence encouraging a favorable undergraduate research environment is advised. The requirement for medical schools to focus on the integration of particular research skills and training into all elements of undergraduate education in order for it to be relevant to the routine practice of all physicians.(2). Medical research

education is a critical component of health sciences education critical thinking and problem solving skills must be instilled undergraduate health students reasoning abilities students in the sciences. It is also critical to grow students who have a favorable attitude towards scientific research since the start of their scientific research in medical career. (11)

In today's fast changing world research has become one of the most valuable intellectual assets for every human being who want to adapt his or her lifestyle to meet the need and demands of society it is a crucial components in the creation of the world in which man lives The new things they observe and come across in their environment it expands the horizons of what is possible. Education business finance medicines and science are only a few examples research in this field is truly remarkable man's enormous leap into the future had been significantly aided by itself. As the demand for research grows every tertiary institution requires students to write a research paper on problem subject or topic of their choosing every college students seeking a baccalaureate degree will be required to complete this course however this desire is

accompanied with the pupils anxiety in their research class students at university research techniques courses are frequently viewed unfavorable at the undergraduate level (17)

In our daily lives research is really important with the aid of study all inventions have been made feasible human being have been able to uncover cures for flu polio and a variety of dreadful ailments thanks to research its not only in medicines would hve been extremely beneficial to technology if it had not been for the fact that it was for the fact thats itsfun to talk to long distance relatives. The results of technological research theterm research refers to the process of gathering information gathering and analyzing data to improve our grasp of the situation phenomena being investigated. The study goal is to make a contribution towards a better understanding of the phenomena and subsequently the dissemination of that knowledge others will appreciate your understanding. It provides students with enjoyable learning opportunities and generating graduates with high level of personal and professional success. (18)

2. Attitude

Behaviour based on conscious or unconscious mental concepts that have developed through time (6).

3. Attitude Towards Research

A favorable or negative attitude toward a subject is referred to as attitude. Emotional behaviors and their interactions are included in a thorough definition of attitude. The term "attitude toward research" refers to a thorough examination of a person's thoughts, feelings, and research behavior. It is critical, according to Papanastasiou, to identify attitudes toward research so that a favorable outcome can be achieved. The development of a healthy attitude towards research among students is a critical component of today's education system Understanding students attitudes towards research is the first step towards addressing students negative attitudes towards research These

attitudes will add in describing a pattern of sentiments, thoughts and reaction to research based on their previous experiences. (7)

Positive attitude towards research is equally crucial in the research process. Students willingness to accomplish activities is increased when they have a good attitude about research determination as well as increased efficacy. Student's self-efficacy has been linked to a positive attitudes towards a task duty that has been assigned.

A negative attitude towards research and reading related issues furthermore there is a negative substantial link between a attitude and anxiety towards research (15)

Attitude include emotions beliefs behaviors and their interaction all contribute to one's attitude The attitude towards research entails a study of how people think feel and act a person's attitude towards research. Attitude influence on study in a positive or bad way of a specific subject it is critical to identify the attitudes towards research in order to achieve a favorable outcome students can cultivate a positive attitudes also to assist teachers in making more money for their students they do a lot of research.(16)

In a two dimensional definition of attitude beliefs about subject are included emotions beliefs about a subject are included in a compressive description of an attitude interactivity. the way you approach the research is essentially a reflection how you feel about it through examination of a person thoughts feelings and behaviors in relation to research it is critical according to detect attitude towards research so that kids that create a good mindset and as a result improve their grades learning can be added as a result. A number of research has been conducted on attitude of students

towards research and these researches have been showed that students have negative attitudes towards research (18)

4. Doctoral Students in Education Research Courses

A study graduate in educational research

methodology and statistics courses report significant anxiety levels as a result of their fear many students put off enrolling in these classes as long as they can. Some students even drop out their degree programmes. A increasing body of evidence suggests that an educational research professor might be able to at least mitigate the anxiety that comes with studying education students understanding of research methodology and statistics by encouraging and assuring them that they can accomplish it can complete the task deal with nervousness use humor administer open book and encouraging cooperative learning both inside and outside of the classroom. However little is known about the anxiety effect of doctoral students enrolled in statistics and research techniques courses on other hand are poorly understood(3) Students who find research challenging and distressing typically acquire increased research anxiety resulting in worse course grades.(4) Medical education has progressed throughout time from memorizing information to acquiring skills ,knowledge and attitude. As a result, it is critical to encourage Medical student's critical thinking and reasoning abilities in order to establish a positive mindset at a younger age devoted to medical research. Developing positive attitudes towards research and student motivation at undergraduate level can increase the number of basic and clinical healthcare researchers and, hence, well-developed research centers in Pakistan.

5. Anxiety Towards Research

Research anxiety operates as a carrier filter prohibiting recent graduates from working in the field of research Anxiety has a substantial impact on students learning and academic performance during their studies and it has the potential to hinder young people academic success. Student's research anxiousness and concerns have also been shown to have a significant impact on their capacity to understand research concepts. Though anxiety might aid in the learning process to some extent severe amount of anxiety can

impair performance. Undergraduate students on the other hand frequently regard research as difficult and stressful and some even acquire a fear of it. (7)

Research anxiety refers to the aspects or activities of research work that a student's finds unsettling and which impact him or her to the point that productivity is harmed in the academic word research has proven strong negative relationship between several types of self-efficacy and anxiety in a variety of circumstance .furthermore nervous pupils are more likely to appear as ineffective learns who are unable to use the cognitive techniques needed to achieve their learning objectives the effect has on self-efficacy can also be seen as helped by the anxiety related physiological condition include a faster heart beat and sweaty palms.(15)

Statistics anxiety which is reported to affect up to 80% of graduates students has been linked to poor performance in statistics and research methodology classes. As a result statistics anxiety is likely to be a factor in many students delaying enrolment in these courses as much time as possible furthermore it is probable that once enrolled in these courses students with high test score will drop out statistics worry causes students to delay on homework's. (12)

II LITERATURE REVIEW

Salvi shah conducted cross sectional study in 2019 to analyses the attitudes and anxiety of undergraduate physiotherapy students towards research. Results revealed that research is useful for career and positive attitude towards research was demonstrated by 69.33% physiotherapy students and 63.3% reported that research plays important role in professional and personal life. However`, 72.6% students have anxiety towards research and 74% students reported for result difficulty. It is concluded that many of students have a favourable attitude towards the research and acknowledge its usefulness and benefit to physiotherapy profession. (1)

Study in 2017 conducted by, Saima al furaikh et al , cross sectional, to analyses the attitudes of undergraduate nursing students towards research in order to discover implications for the best practices in learning process. Results revealed that positive attitude towards was demonstrated by 68% of nursing students, 61% reported that research plays important role in professional and personal life whereas 71% perceived research as a difficult complicated stressful subject and 64% reported statistical difficulty. It is concluded that many students have favourable attitude towards the research process and acknowledge its usefulness and benefit to nursing profession. Most of them reported negative feeling and anxiety towards research (8)

A cross sectional study carried out by D Robert Seimen, in 2010 to review the the experience and attitudes regarding research by medical students in Canada. Results of the study revealed that there was 47% response rate to the questionnaire. Despite 87% of respondents report that they had been involved in some degree of research prior to medical school, 43% report that they have not been significantly involved in research activity during medical school and 24% had no interest in any participation. It is concluded that the results of this self report survey outline the significant differences in attitudes towards mandatory research as a component of critical inquiry and scholarship in the undergraduate curriculum in Ontario medical schools. (2)

Khalid M. AlGhamdi et al conducted cross sectional study in 2014 to evaluate the perceptions, attitudes and practices toward research among medical students. Results of this study revealed that majority of students (97.1%) agreed that research should be mandatory for ll medical students. It is concluded that the obstacles that prevent the students from conducting research included lack of professional supervisors, lack of training courses, lack of time and lack of funding. (9)

To assess the knowledge, attitudes and

perceived barriers towards scientific research among undergraduate health sciences students in Saudi Arabia. Faisal Al nashmy et al conducted cross sectional study in 2015 Results revealed that majority of students precieved shortage of time, lack of motivation and appreciation and insufficient laboratory facilities the major barriers to the students research activities. It is concluded that attitudes of the health sciences students towards research were mostly positive, but they had a low level of knowledge about scientific research(10)

This study is conducted by,D Nel et al, cross sectional study in 2014 to established the attitude of University of Cape Town medical students towards research and to investigate the factors influencing these attitudes. Results revealed that 61% of students had a positive attitudes towards research and 74% felt that participation in research was important to their medical school education 22%had been involved in voluntary extracurricular research 45% had presented at a scientific meeting and 3%had published in perceived reviewed journals. It is concluded that students believed that research was important and had a positive attitudes towards it. However few had been involved in voluntary research and produce work worthy of presentation. (11)

Anthony j.onwuegbuzie conducted study in 2004 the purpose of this study is to determine the prevalence of procrastination among graduate students and to investigate the relationship between academic procrastination and six dimension of statistics anxiety..results revealed that 41.7% of graguate students report that they always procrastinate on writing a term paper,39% procrastinate on studying for examination and 60% procrastinate on keeping up with reading assignment(12)

In 2018, research is conducted by A Arif et al a cross sectional study to know the perception of students regarding research among undergraduate physical therapy student. Results revealed that 84% respondents

strongly agreed that research in under graduate is necessary

for positive growth in the physiotherapy profession, 12%participants were agreed and 4% was disagreed. When the participants were asked that is research exploring the effectiveness of physiotherapy treatment is necessary for positive growth in the physiotherapy profession maximum number of individuals showed strongly agree response i.e. 75% however (25%) participant marked agree option. It is Concluded that Majority of the students perceive that research in undergraduate is necessary for positive of the physical therapy profession. Scientific research in postgraduate is necessary for positive growth in the physiotherapy profession. (13)

Monica E bjorkstrom et al conducted cross sectional study in 2003, to know the attitudes and awareness of research and development within nursing and evaluate factors that may have impact on their attitudes and awareness. Results revealed that (60%) of the students expected to make use of nursing research sometime in the future and about 25% had never read any of the scientific nursing journals. The majority (77%) of the students were acquainted with at least one Swedish researcher, but few had attended a doctoral dissertation. It is concluded that Nursing students had an overall positive attitude towards nursing research and their interest in a particular development or research area was the most important variable for their attitudes and expected use of nursing research in the future. (14)

In 2020 a cross sectional study was conducted by Vinay jaggga et all; on attitude of physiotherapy students towards research in relation to certain demographic variables The aim of study to asses the attitude of pphysiotherapy students towards research results revlead that Factor II (research anxiety), Factor III (positive attitude), Factor IV (relevance to life), and Factor V (difficulty of research). Sample comprised of 70 students. Study revealed that mean scores of

males were significantly higher than females on factor IV, females were having higher positive attitude than males; elder age group mean scores were significantly higher on factor I, factor III and factor IV. Post graduate students mean scores were higher on factor I, factor III and factor IV. Private college student's mean score were significantly higher on factor I, factor III and factor IV.(16)

In 2018 a cross sectional study was conducted by Abida arif et al; on perception towards research among undergraduate physical therapy students The aim of study was to know the perception of students regarding research among physical therapy students results showed that There were 84% respondents strongly agreed that research in undergraduate is necessary for positive growth in the physiotherapy profession, 12% (12) participants were agreed and 4% (4) was disagreed. When the participants were asked that is research exploring the effectiveness of physiotherapy treatment is necessary for positive growth in the physiotherapy profession maximum number of individuals showed strongly agree response i.e. 75% (75) however 25(25%) participant marked agree option(18)

Faustino E et al conducted a cross sectional study in 2014 on attitude and anxiety towards research its influence on the students achievement in the course The aim of study was to investigate the attitude and anxiety level of students towards research and its influence on their academic achievement the results showed that the students have a positive attitude towards research though most of them display a negative attitude on difficulty of research. The male students are more positive compared to their female counterparts. As predicted those with a high academic grade display a high positive attitude towards research. Moreover, the students show anxiousness to research by admitting that it is stressful (17)

In 2017 cross sectional study was conducted by Samuel Adaboh et al; on A study of student anxiety towards research in two

undergraduate programme in a Ghanaian university The aim of study was to investigate the attitudes and anxiety level towards research among two sets of students pursuing undergraduate programmes in education and nursing in a Ghanaian University. The findings indicated no statistically significant differences among students in the two programme groups on the ATR, even though there were lower mean differences relating to research methods difficulty and relevance of research to the lives of participant (19)

A cross sectional study was conducted by Hussain tariq et al; in 2016 on a study on attitude towards research among technology education students in Pakistan. The aim of study was to explore the students attitude towards research. The results showed that students have positive attitude towards research.(20)

Faustin Habiniza in 2004 conducted a cross sectional study on an exploratory survey of undergraduate students attitudes towards research in intesruhengri Rwanda the aim of study was to find undergraduate students attitude towards research . the results showed that The study found that the levels of the students' attitudes were high in the factors of usefulness of research and the positive predispositions to research. However, in the factor of anxiety and in overall, the levels were moderate. Females were more anxious than males and in the rest of the factors, males showed higher levels than females. (21)

1. Objective of the Study

To find out the attitudes and the anxiety of undergraduate physiotherapist students towards research.

2. Rational of the Study

Pakistan has explored problems of awareness and perception about research to extent but does not highlight the attitude which determined the medical students choice of research as career universities differentiate themselves from others educational institutes such as high school as a result of their

research. The number of physician scientist in the workforce is dwindling. The responsibility to combat this trend rest on future generation of health care professional and it is therefore valuable to evaluate medical student's attitudes towards research.

3. Significance of The Study

Previous research has demonstrated that both negative and positive attitudes regarding a course can influence the amount of effort one is willing to put forth in order to obtain it. understanding in that discipline which could influence your decision to pursue higher level studies in analogue fields above and beyond the basic standards .only a few studies have looked at physiotherapist perspectives on research in the context of physiotherapy practice in order to create patient-centered education and research it is necessary to assess the attitude and anxiety of dpt students about research learning strategies for promoting positive attitudes. Physiotherapy research is attracting a growing number of students the findings will aid in the creation of an appropriate research environment at the undergraduate level.

MATERIAL AND METHODS

1. Study Design

This is cross sectional research survey

2. Participants Recruitment

Participants from Isra University Hyderabad

3. Duration of Study

Duration of study was 4 months after the acceptance of proposal.

4. Sampling Techniques

Convenient technique used.

5. Sample Size

150 participants were taken.

6. Sample Selection

6.1 Inclusion criteria

3rd ,4th

and final

year DPT

students

Both Male

and

Female

Students who were willing to Participate.

6.2 Exclusion criteria

1st and 2nd year DPT students Other medical students

Other Non-medical students Students who were not to participate.

7. Data Collection Method

The data was collected by distributing questionnaires.

8. Data Collection Tool

Extracted from Attitude towards research scale

9. Data Analysis Method

Data was analyzed in frequency and percentages (descriptive Statistics) via SPSS, version 22 was used.

10. Budget

The amount of budget for the study was around Rs 10,000 to 20,000.

11. Ethical Consideration

Questionnaire was distributed after review of departmental ethical committee of IIRS. Consent form was attached to the questionnaire and participant's privacy was maintained. Data was only be used for research purpose and remained confidential.

RESULT

The question one was about the gender of participant Male participant were (16%) and female were (84%) as represented in Table IV-1 and Figure IV-1.

The second question was about the year of study in which the students from 4th year were (50%) from final year (50%) students participated in the study as shown in Table IV-2 and Figure IV-2.

The population was divided into two groups according to age which were 23 and 24 the percentage of participant in these groups was 50% and 50% respectively as shown in Table IV-3 and Figure IV-3.

The question about research makes me anxious? (14%) students strongly disagree (7%) students disagree (4%) students somewhat disagree (8%) neutral (9%)

somewhat agree (32%) agree (36%) strongly agree as shown in Table IV-4 and Figure IV-4. According to the question research should be tough to all students? (14%) students strongly disagree while (20%) students disagree (2%)

somewhat disagree (6%) neutral (6%) somewhat disagree (28%) agree (14%) strongly agree as shown in Table IV-5 and Figure IV-5.

Participants answered about i enjoy research? (18%) strongly disagree (24%) disagree (6%) somewhat disagree (7%) neutral (7%)

somewhat agree (34%) agree (4%) strongly agree as shown in Table IV-6 and Figure IV-6.

One of the question was about research is intrestin g?(13%) strongly disagree (26%) disagree (1%) somewhat disagree (4%) neutral (9%) somewhat agree(42%)agree (5%) strongly agree as shown in (Table IV -7 and Figure IV-7).

The question about I like research? (12%) strongly disagree (31%) disagree (3%) somewhat disagree (4%) neutral (10%) somewhat agree (37%) agree (3%) strongly agree as shown in Table IV-8 and Figure IV -8.

According to the question i feel insecure concerning the analysis of research? (10%) strongly disagree (26%) disagree (5%) somewhat

disagree (9%) neutral (11%) somewhat agree (35%) agree (4%) strongly agree as shown in Table IV-9 and Figure IV-9.

Regarding the question about research scars me? (14%) strongly disagree (28%) disagree (5%) somewhat disagree (8%) neutral (8%) somewhat agree (31%) agree (6%) strongly agree as shown in Table IV-10 and Figure IV-10.

Participants answered about research is useful for my career? (7%) strongly disagree (11%) disagree (2%) somewhat disagree (4%) neutral (5%) somewhat agree (47%) agree (24%) strongly agree as shown in Table IV-11 and Figure IV-11.

One of the question about i find research difficult to understand the concept of

research? (12%) strongly disagree (30%) disagree (4%)

somewhat disagree (8%) neutral (6%) somewhat agree (25%) agree (15%) strongly agree as shown in Table IV-12 and Figure IV-12.

According to the question i make many mistake in research? (10%) strongly disagree (7%) disagree (4%) somewhat disagree (7%) neutral (11%) somewhat agree (54%) agree (7%) strongly agree as shown in Table IV-13 and Figure IV-13.

Regarding the question i have trouble with arithmetic's? Students response (4%) strongly disagree (23%) disagree (4%) somewhat disagree

(5%) neutral (10%) somewhat agree (45%) agree (9%) strongly agree as shown in Table IV-14 and Figure IV-14.

The question about i love research? Students was (28%) strongly disagree (19%) disagree (1%) somewhat disagree (12%) neutral (5%) somewhat agree (29%) agree (6%) strongly agree as shown in Table IV-15 and Figure IV-15.

Participant answered about I am interested in research? Students reported (15%) strongly disagree (17%) disagree (4%) somewhat disagree

(10%) neutral (4%) somewhat agree (39%) agree (11%) strongly agree as shown in Table IV-16 and Figure IV-16.

One of the question was that research is to connected to my field of study? (11%) strongly disagree (8%) disagree (3%) somewhat disagree

(2%) neutral (6%) somewhat agree (56%) agree (14%) strongly agree as shown in Table IV-17 and Figure IV-17.

According to the question most students have benefit from research? (9%) strongly disagree (8%) disagree (7%) somewhat disagree (2%) neutral (6%) somewhat agree (55%) agree (13%) strongly agree as shown in Table IV-18 and Figure IV- 18.

Regarding the question research is stressful? (8%) strongly disagree (6%) disagree (3%) somewhat disagree (10%) neutral (13%)

somewhat agree (41%) agree (19%) strongly agree as shown in Table IV-19 and Figure IV-19.

One of the question was research is valuable? (7%) strongly disagree (6%) disagree (2%) somewhat disagree (1%) neutral (11%) somewhat agree (54%) agree (19%) strongly agree as shown in Table IV-20 and Figure IV-20.

The question was about research makes me nervous?(7%) strongly disagree (16%) disagree (2%) somewhat disagree (10%) neutral (10%) somewhat agree (43%) agree (12%) strongly agree as shown in Table IV-21 and Figure IV-21.

Participant answered about question I use research in my daily life? (18%) strongly disagree (32%) disagree (4%) somewhat disagree (9%) neutral (11%) somewhat agree (22%) agree (4%) strongly agree as shown in Table IV-22 and Figure IV-22.

Regarding the question the skills i have acquired in research will be helpful to me in future? (4%) strongly disagree (13%) disagree (6%)

somewhat disagree (6%) neutral (9%) somewhat agree (49%) agree (13%) strongly agree as shown in Table IV-23 and Figure IV-23.

According to question research is useful to every profession? (7%) strongly disagree (9%) disagree (4%) somewhat disagree (4%) neutral (10%) somewhat agree (51%) agree (15%) strongly agree as shown in Table IV-24 and Figure IV-24.

The question was knowledge from research as useful as writing? (7%) strongly disagree (9%) disagree (2%) somewhat disagree (5%) neutral (11%) somewhat agree (52%) agree (14%) strongly agree as shown in Table IV-25 and Figure IV-25.

One of the question research is irrelevant to my life? (10%) strongly disagree (34%) disagree (5%) somewhat disagree (4%) neutral (6%) somewhat agree (35%) agree (6%) strongly agree as shown in Table IV-26 and Figure IV-26.

The question about research should be

indispensable to my professional training? (11%) strongly disagree (13%) disagree (4%)

somewhat disagree (9%) neutral (8%) somewhat agree (47%) agree (8%) strongly agree as shown in Table IV-27 and Figure IV-27.

Regarding the question research is complicated? (9%) strongly disagree (9%) disagree (4%) somewhat disagree (5%) neutral (13%) somewhat agree (52%) agree (8%) strongly agree as shown in Table IV-28 and Figure IV-28.

According to the question research thinking does not apply in my personal life? (8%) strongly disagree (23%) disagree (7%) somewhat

disagree (7%) neutral (8%) somewhat agree (36%) agree (11%) strongly agree as shown in Table IV-29 and Figure IV-29

The question was about i will employ research approaches in my profession? (6%) strongly disagree (14%) disagree (7%) neutral (10%) somewhat agree (54%) agree (9%) strongly agree as shown in Table IV-30 and Figure IV-30.

Participant answered research is difficult? (7%) strongly disagree (13%) disagree (3%) somewhat disagree (10%) neutral (16%) somewhat agree (39%) agree (12%) strongly agree as shown in Table IV-31 and Figure IV-31.

One of the question about I am inclined to study the detail of research producer carefully? (7%) strongly disagree (18%) disagree (5%) somewhat

disagree (9%) neutral (7%) somewhat agree (49%) agree (5%) strongly agree as shown in Table IV-32 and Figure IV-32.

According to question research is pleasant? (17%) strongly disagree (26%) disagree (8%) somewhat disagree (7%) neutral (5%) somewhat agree (30%) agree (7%) strongly agree as shown in Table IV-33 and Figure IV-33.

Regarding question research oriented thinking plays an important role in my daily life? (10%) strongly disagree (16%) disagree

(7%) somewhat disagree (11%) neutral (10%) somewhat agree (34%) agree (12%) strongly agree as shown in Table IV-34 and Figure IV-34.

The question was about research is a complex

subject? (8%) strongly disagree (6%) disagree (5%) somewhat disagree (11%) neutral (6%) somewhat agree (40%) agree (24%) strongly agree as shown in Table IV- 35 and Figure IV-35.

Table IV- 1: Gender of the participant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	84	84.0	84.0	84.0
	Male	16	16.0	16.0	100.0
	Total	100	100.0	100.0	

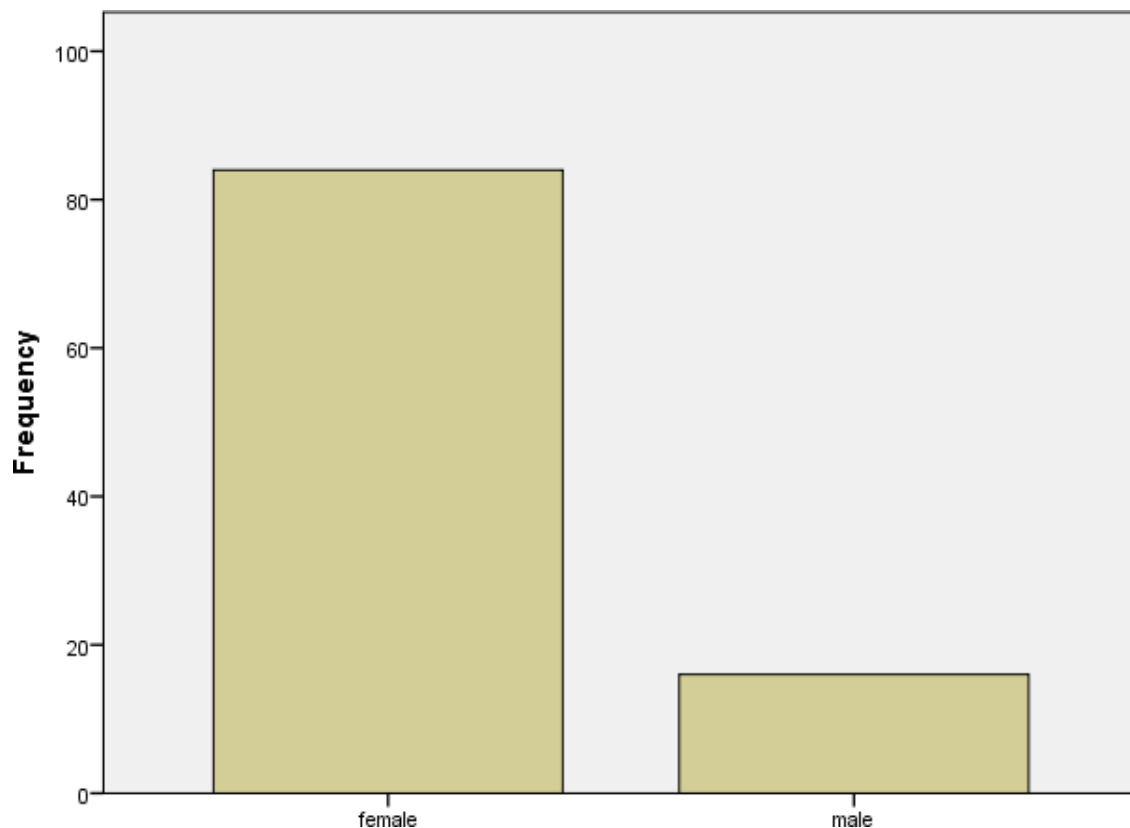


Fig IV-1: Gender of the participant

Table IV-2: Year of the study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4TYEAR	50	50.0	50.0	50.0
	FINAL YEAR	50	50.0	50.0	100.0
	Total	100	100.0	100.0	



Fig IV-2: Year of the study

Table IV- 3: Age of participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	50	50.0	50.0	50.0
	24	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

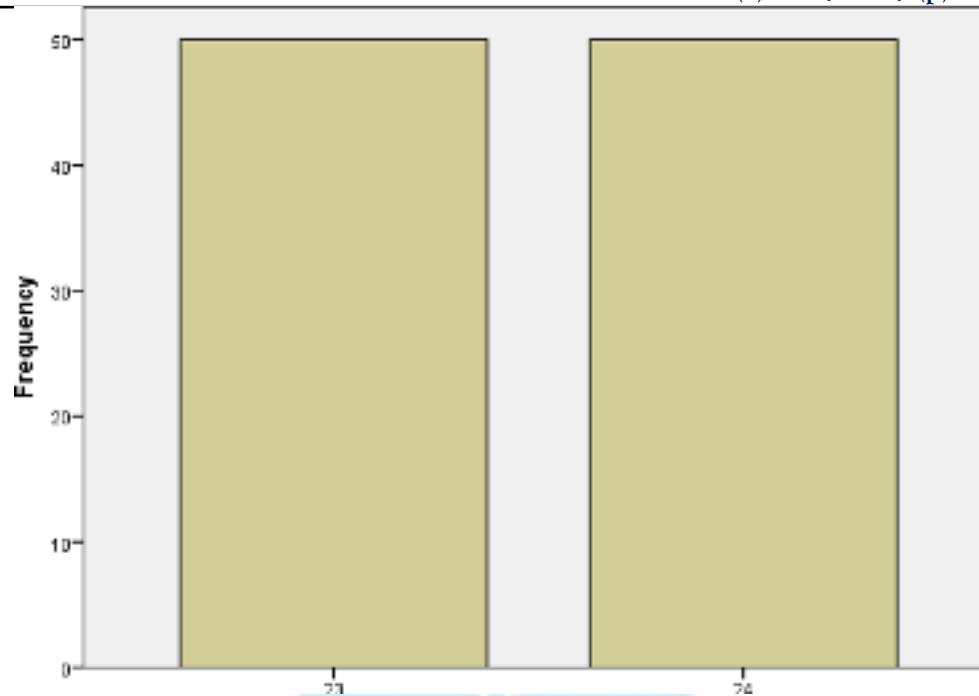


Fig-IV-3: Age of participant

Table IV- 4: Research makes me anxious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	14	14.0	14.0	14.0
	DISAGREE	7	7.0	7.0	21.0
	SOMEWHAT DIAGREE	4	4.0	4.0	25.0
	NEUTRAL	8	8.0	8.0	33.0
	SOMEWHATAGREE	9	9.0	9.0	42.0
	AGREE	32	32.0	32.0	74.0
	STRONGLY AGREE	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

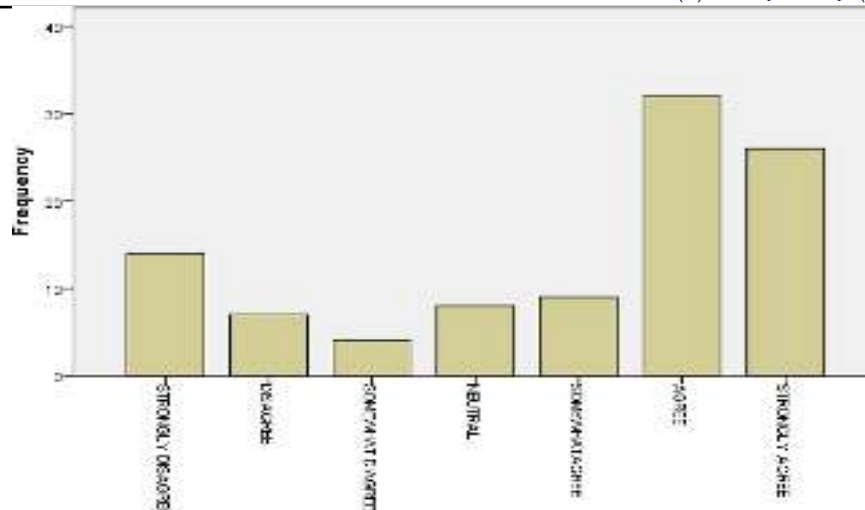


Figure IV- 4: Research makes me anxious

Table IV- 5: Research should be tough to all student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	14	14.0	14.0	14.0
	DISAGREE	20	20.0	20.0	34.0
	SOMEWHAT DIAGREE	2	2.0	2.0	36.0
	NEUTRAL	6	6.0	6.0	42.0
	SOMEWHATAGREE	16	16.0	16.0	58.0
	AGREE	28	28.0	28.0	86.0
	STRONGLY AGREE	14	14.0	14.0	100.0
Total		100	100.0	100.0	

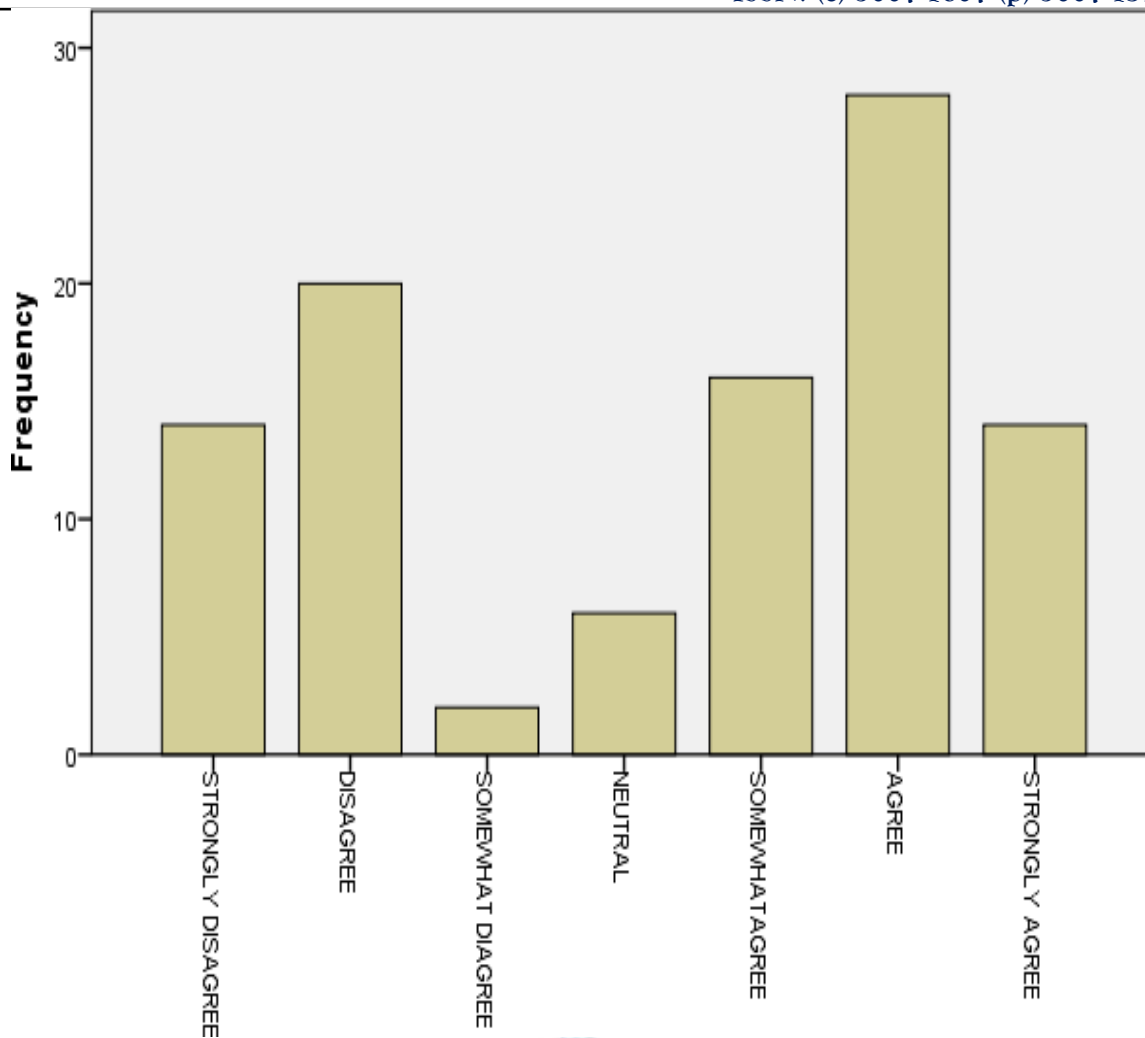


Figure IV- 5: Research should be tough to all student

Table IV-6: I enjoy research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	18	18.0	18.0	18.0
	DISAGREE	24	24.0	24.0	42.0
	SOMEWHAT DIAGREE	6	6.0	6.0	48.0
	NEUTRAL	7	7.0	7.0	55.0
	SOMEWHATAGREE	7	7.0	7.0	62.0
	AGREE	34	34.0	34.0	96.0
	STRONGLY AGREE	4	4.0	4.0	100.0
Total		100	100.0	100.0	

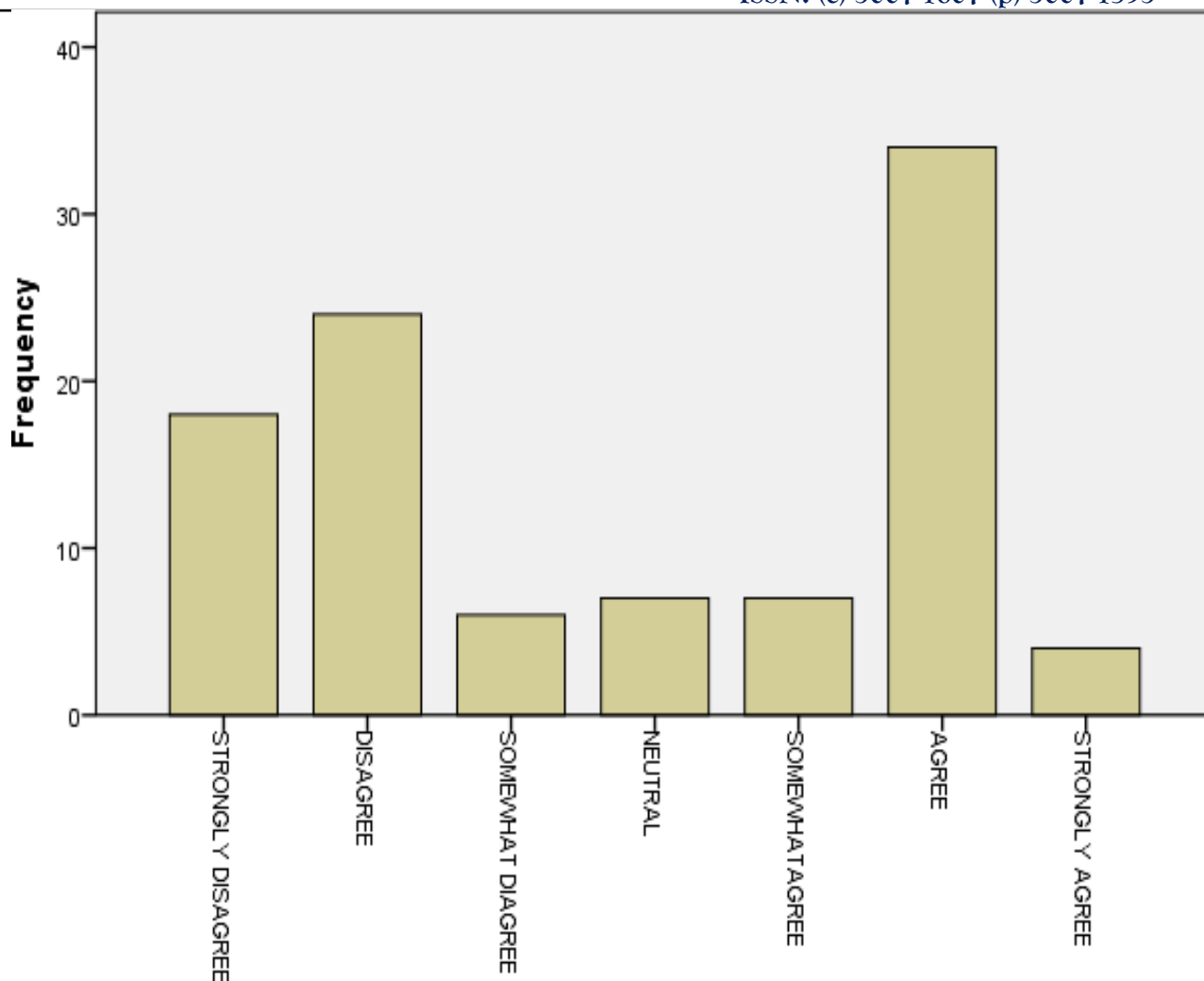


Figure IV-6: I enjoy research

Table IV-7: Research is interesting					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	13	13.0	13.0	13.0
	DISAGREE	26	26.0	26.0	39.0
	SOMEWHAT DIAGREE	1	1.0	1.0	40.0
	NEUTRAL	4	4.0	4.0	44.0
	SOMEWHATAGREE	9	9.0	9.0	53.0
	AGREE	42	42.0	42.0	95.0
	STRONGLY AGREE	5	5.0	5.0	100.0
Total		100	100.0	100.0	

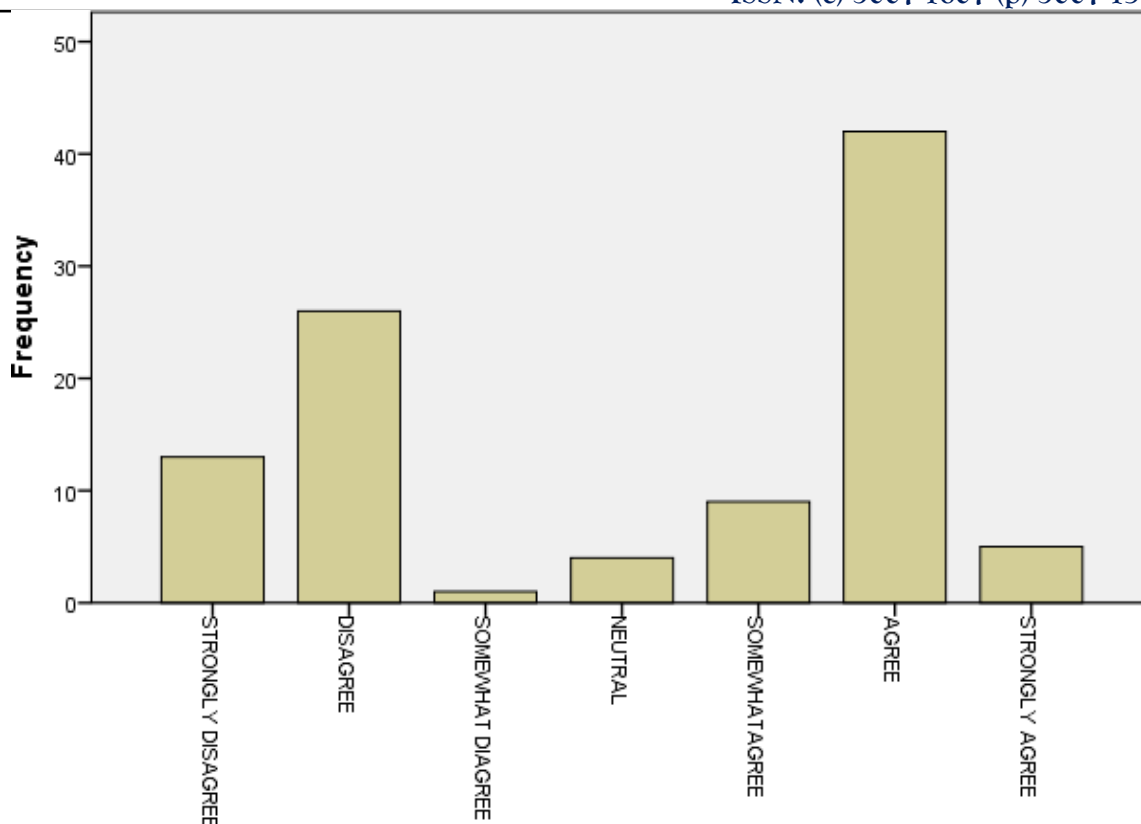


Figure: IV-7: Research is interesting

Table IV-8: I like research					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	12	12.0	12.0	12.0
	DISAGREE	31	31.0	31.0	43.0
	SOMEWHAT DISAGREE	3	3.0	3.0	46.0
	NEUTRAL	4	4.0	4.0	50.0
	SOMEWHAT AGREE	10	10.0	10.0	60.0
	AGREE	37	37.0	37.0	97.0
	STRONGLY AGREE	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

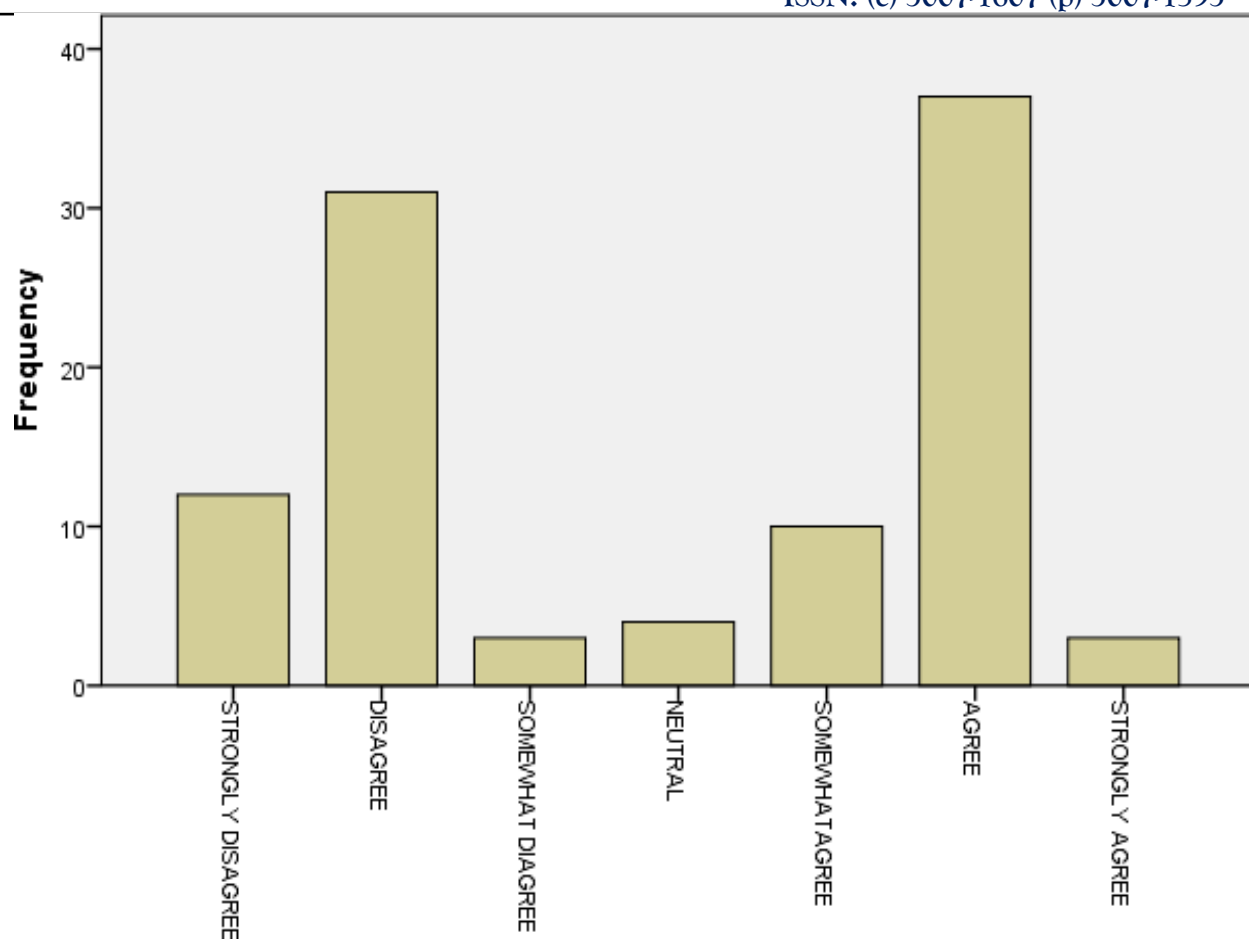


Figure IV-8: I like research

Table IV-9: I feel insecure concerning the analysis of research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	10.0	10.0	10.0
	DISAGREE	26	26.0	26.0	36.0
	SOMEWHAT DIAGREE	5	5.0	5.0	41.0
	NEUTRAL	9	9.0	9.0	50.0
	SOMEWHATAGREE	11	11.0	11.0	61.0
	AGREE	35	35.0	35.0	96.0
	STRONGLY AGREE	4	4.0	4.0	100.0
Total		100	100.0	100.0	

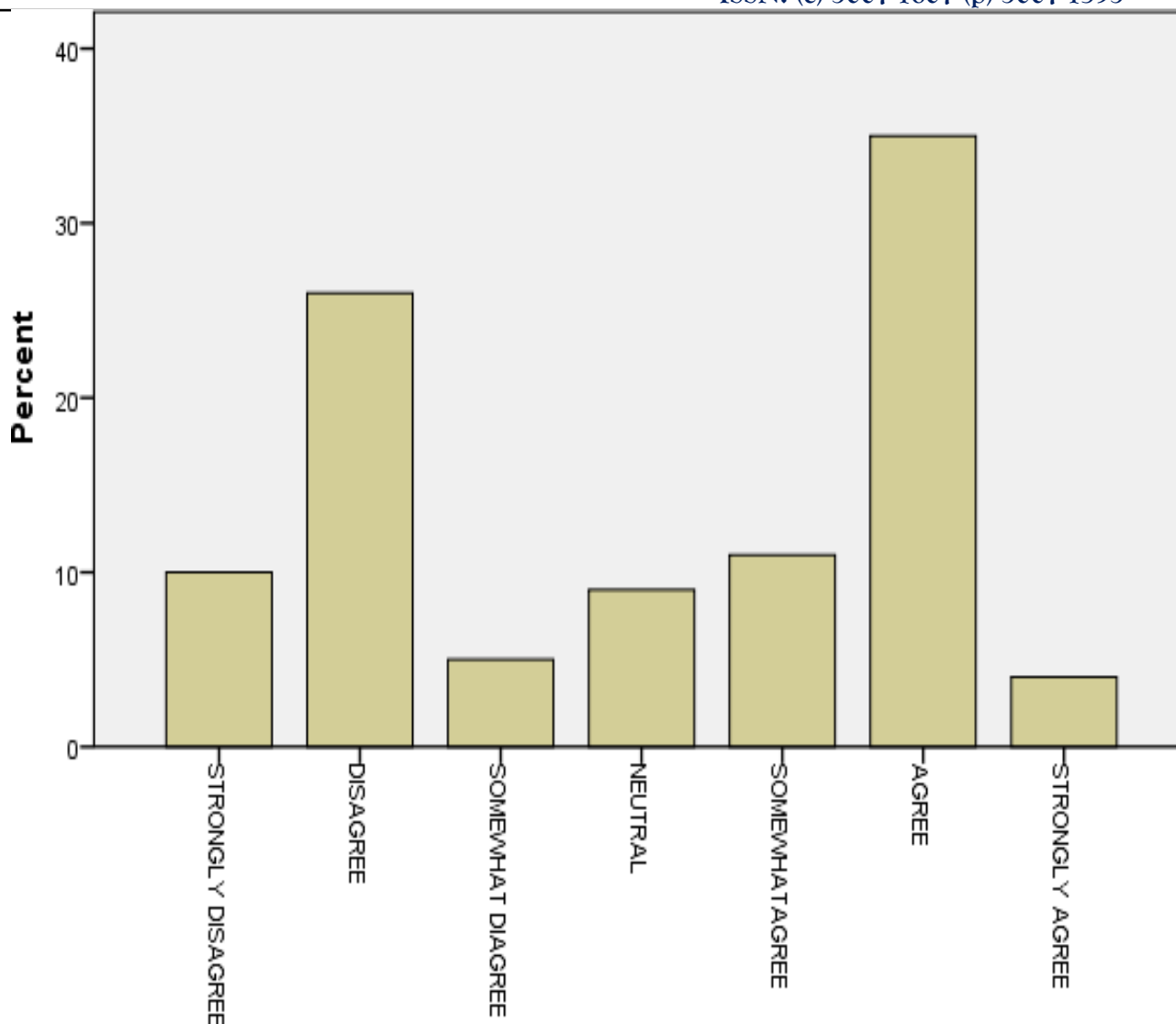


Figure IV-9: I feel insecure concerning the analysis of research

Table IV-10: Research scars me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	14	14.0	14.0	14.0
	DISAGREE	28	28.0	28.0	42.0
	SOMEWHAT DISAGREE	5	5.0	5.0	47.0
	NEUTRAL	8	8.0	8.0	55.0
	SOMEWHAT AGREE	8	8.0	8.0	63.0
	AGREE	31	31.0	31.0	94.0
	STRONGLY AGREE	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

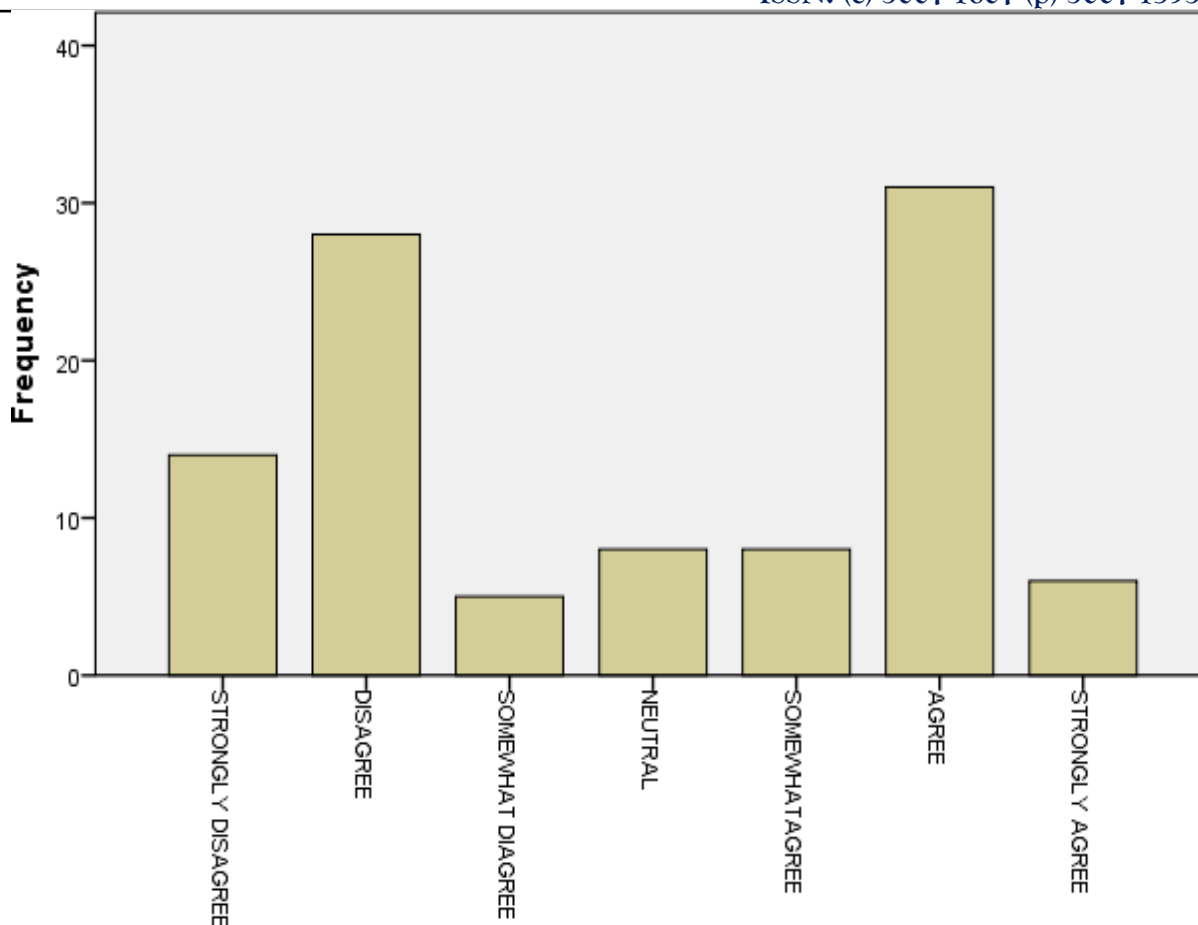


Figure IV-10: Research scars me

Table IV-11 Research is useful for my career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	7.0	7.0	7.0
	DISAGREE	11	11.0	11.0	18.0
	SOMEWHAT DIAGREE	2	2.0	2.0	20.0
	NEUTRAL	4	4.0	4.0	24.0
	SOMEWHATAGREE	5	5.0	5.0	29.0
	AGREE	47	47.0	47.0	76.0
	STRONGLY AGREE	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

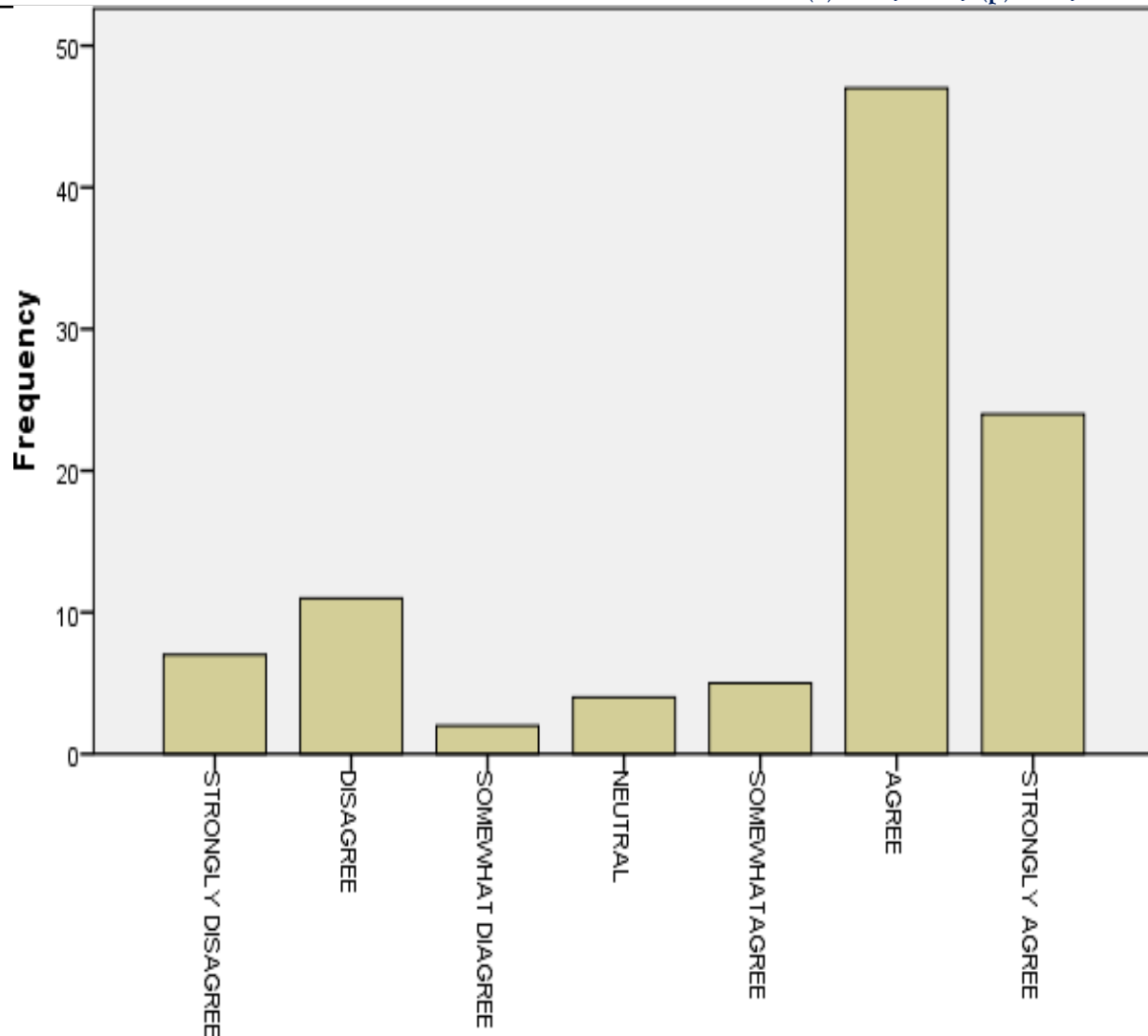


Figure IV-11: Research is useful for my career

Table IV-12: I find it difficult to understand the concept of research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	12	12.0	12.0	12.0
	DISAGREE	30	30.0	30.0	42.0
	SOMEWHAT DIAGREE	4	4.0	4.0	46.0
	NEUTRAL	8	8.0	8.0	54.0
	SOMEWHATAGREE	6	6.0	6.0	60.0
	AGREE	25	25.0	25.0	85.0
	STRONGLY AGREE	15	15.0	15.0	100.0
	Total	100	100.0	100.0	

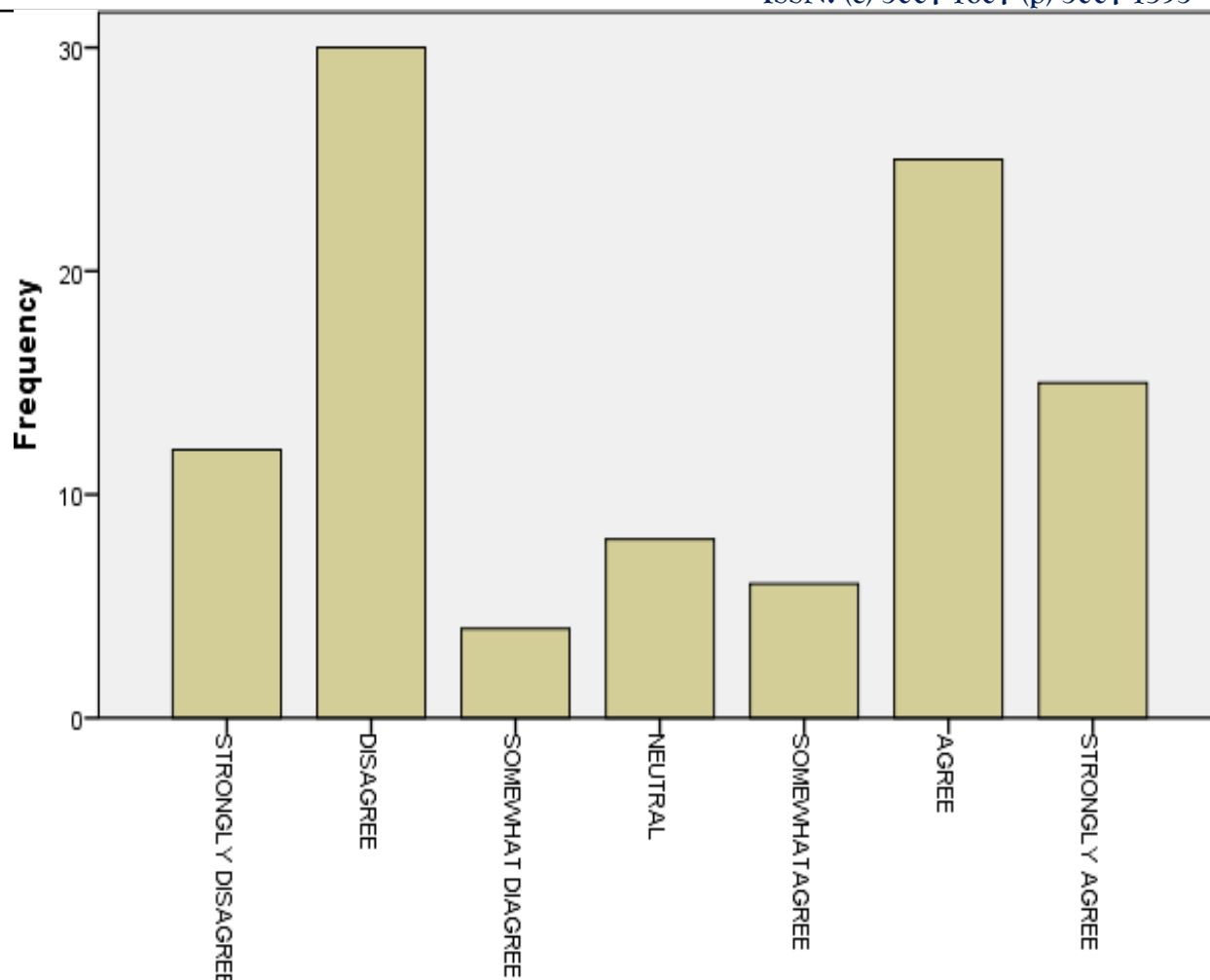


Figure IV-12: I find it difficult to understand the concept of research

Table IV-13: I make many mistakes in research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	10.0	10.0	10.0
	DISAGREE	7	7.0	7.0	17.0
	SOMEWHAT DISAGREE	4	4.0	4.0	21.0
	NEUTRAL	7	7.0	7.0	28.0
	SOMEWHAT AGREE	11	11.0	11.0	39.0
	AGREE	54	54.0	54.0	93.0
	STRONGLY AGREE	7	7.0	7.0	100.0
Total		100	100.0	100.0	

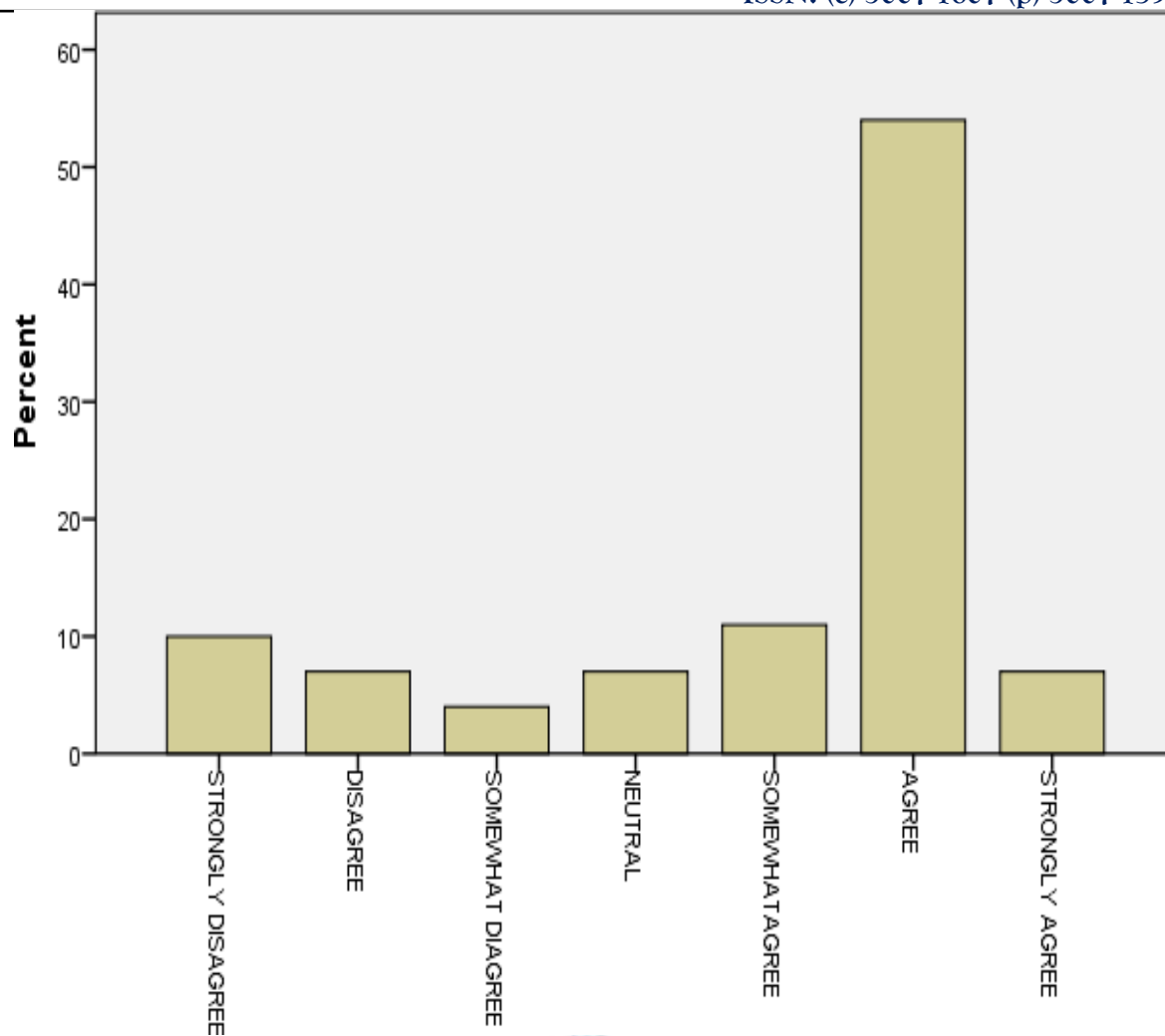


Figure IV-13: I make many mistakes in research

Table IV-14: I have trouble with arithmetic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	4.0	4.0	4.0
	DISAGREE	23	23.0	23.0	27.0
	SOMEWHAT DISAGREE	4	4.0	4.0	31.0
	NEUTRAL	5	5.0	5.0	36.0
	SOMEWHAT AGREE	10	10.0	10.0	46.0
	AGREE	45	45.0	45.0	91.0
	STRONGLY AGREE	9	9.0	9.0	100.0
	Total	100	100.0	100.0	

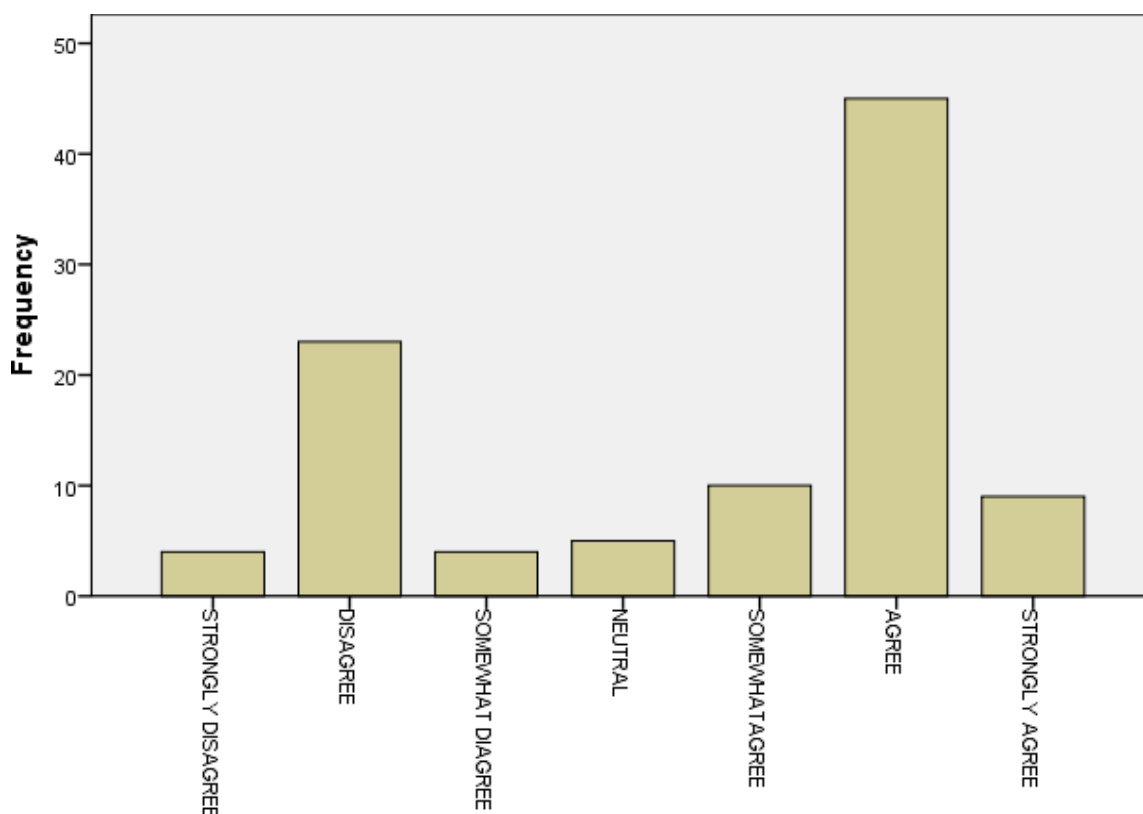


Figure IV-14: I have trouble with arithmetic

Table IV-15: I love research					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	28	28.0	28.0	28.0
	DISAGREE	19	19.0	19.0	47.0
	SOMEWHAT DIAGREE	1	1.0	1.0	48.0
	NEUTRAL	12	12.0	12.0	60.0
	SOMEWHATAGREE	5	5.0	5.0	65.0
	AGREE	29	29.0	29.0	94.0
	STRONGLY AGREE	6	6.0	6.0	100.0
Total		100	100.0	100.0	

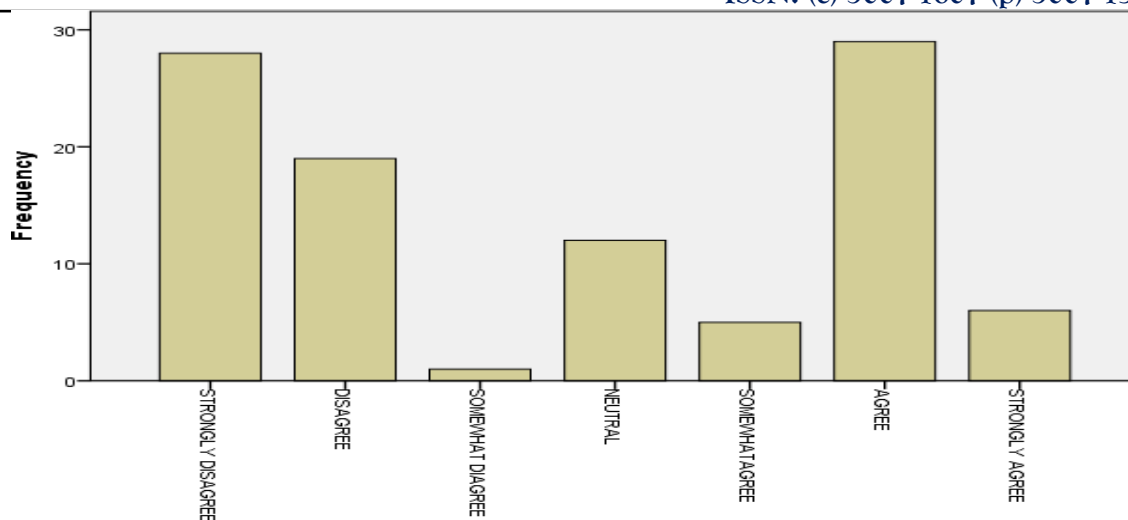


Figure IV-15: I love research

Table IV-16: I am interested in research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	15	15.0	15.0	15.0
	DISAGREE	17	17.0	17.0	32.0
	SOMEWHAT DISAGREE	4	4.0	4.0	36.0
	NEUTRAL	10	10.0	10.0	46.0
	SOMEWHAT AGREE	4	4.0	4.0	50.0
	AGREE	39	39.0	39.0	89.0
	STRONGLY AGREE	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

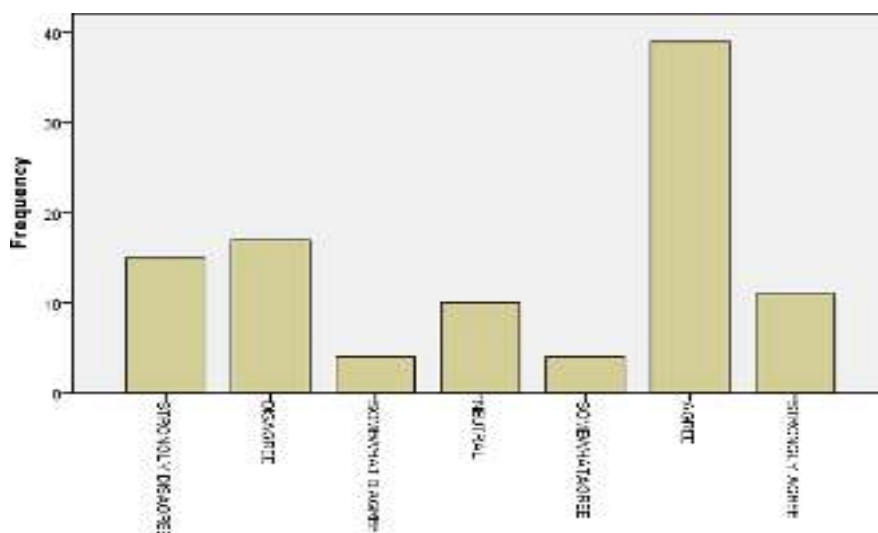


Figure IV-16: I am interested in research

Table IV-17: Research is connected to my field of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	11	11.0	11.0	11.0
	DISAGREE	8	8.0	8.0	19.0
	SOMEWHAT DIAGREE	3	3.0	3.0	22.0
	NEUTRAL	2	2.0	2.0	24.0
	SOMEWHATAGREE	6	6.0	6.0	30.0
	AGREE	56	56.0	56.0	86.0
	STRONGLY AGREE	14	14.0	14.0	100.0
Total		100	100.0	100.0	

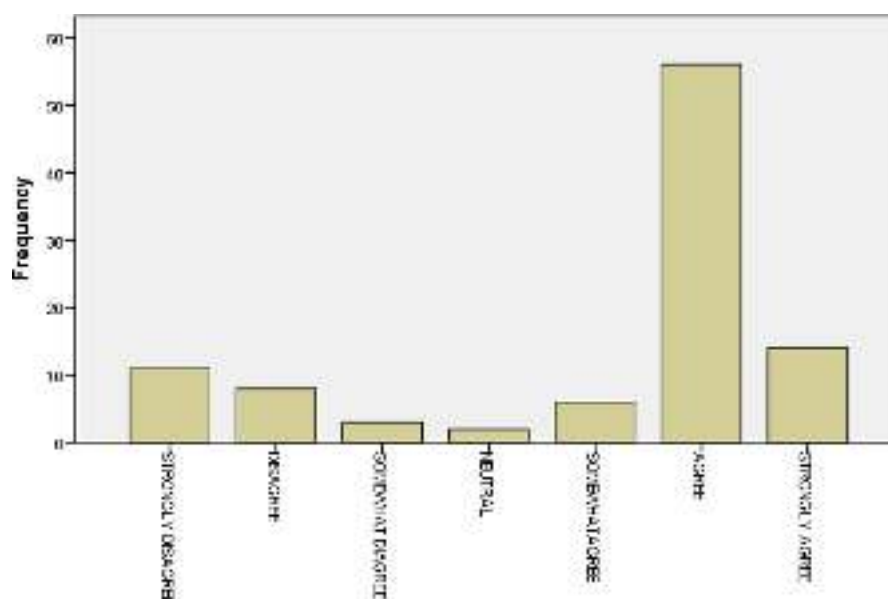


Figure IV-17: Research is connected to my field of study

Table IV-18: Most students benefit from research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	9.0	9.0	9.0
	DISAGREE	8	8.0	8.0	17.0
	SOMEWHAT DIAGREE	7	7.0	7.0	24.0
	NEUTRAL	2	2.0	2.0	26.0
	SOMEWHATAGREE	6	6.0	6.0	32.0
	AGREE	55	55.0	55.0	87.0
	STRONGLY AGREE	13	13.0	13.0	100.0
Total		100	100.0	100.0	

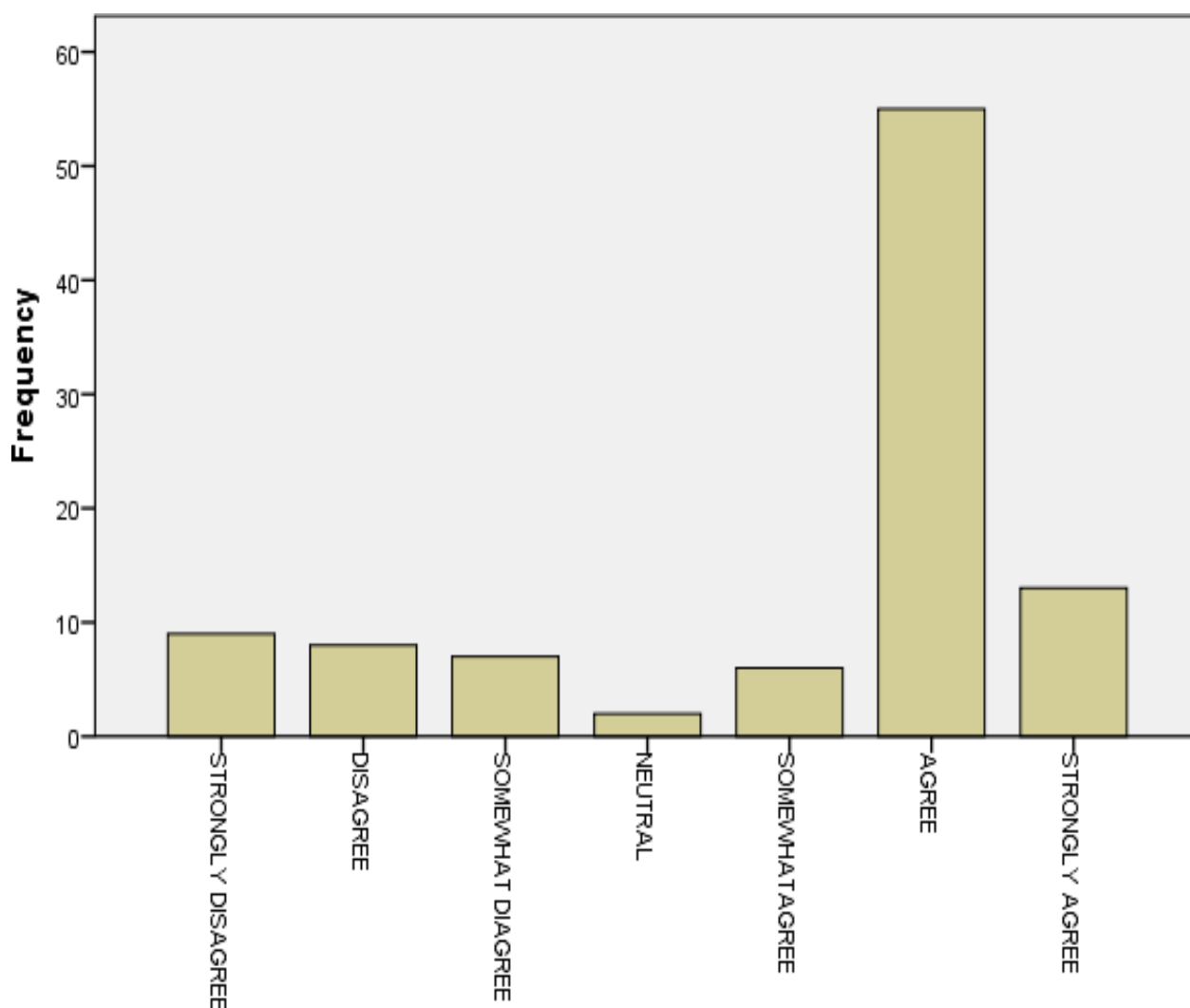


Figure IV-18: Most students benefit from research

Table IV-19 Research is stressful					
		Frequency	Percent	Valid	Cumulative
				Percent	Percent
Valid	STRONGLY DISAGREE	8	8.0	8.0	8.0
	DISAGREE	6	6.0	6.0	14.0
	SOMEWHAT DISAGREE	3	3.0	3.0	17.0
	NEUTRAL	10	10.0	10.0	27.0
	SOMEWHAT AGREE	13	13.0	13.0	40.0
	AGREE	41	41.0	41.0	81.0
	STRONGLY AGREE	19	19.0	19.0	100.0
	Total	100	100.0	100.0	

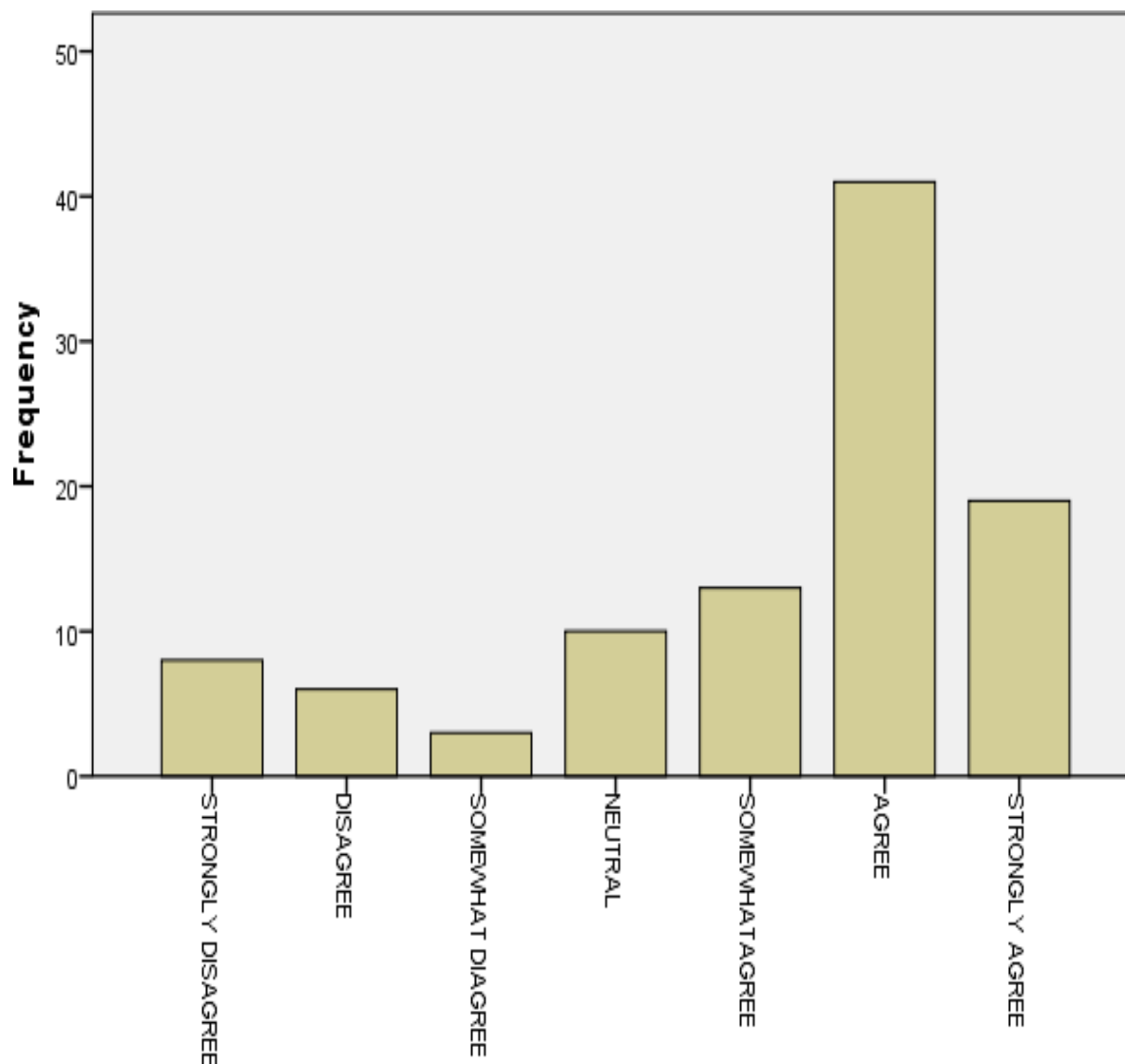


Figure IV-19: Research is stressful

Table IV-20: Research is valuable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	7.0	7.0	7.0
	DISAGREE	6	6.0	6.0	13.0
	SOMEWHAT DISAGREE	2	2.0	2.0	15.0
	NEUTRAL	1	1.0	1.0	16.0
	SOMEWHAT AGREE	11	11.0	11.0	27.0
	AGREE	54	54.0	54.0	81.0
	STRONGLY AGREE	19	19.0	19.0	100.0

	Total	100	100.0	100.0	
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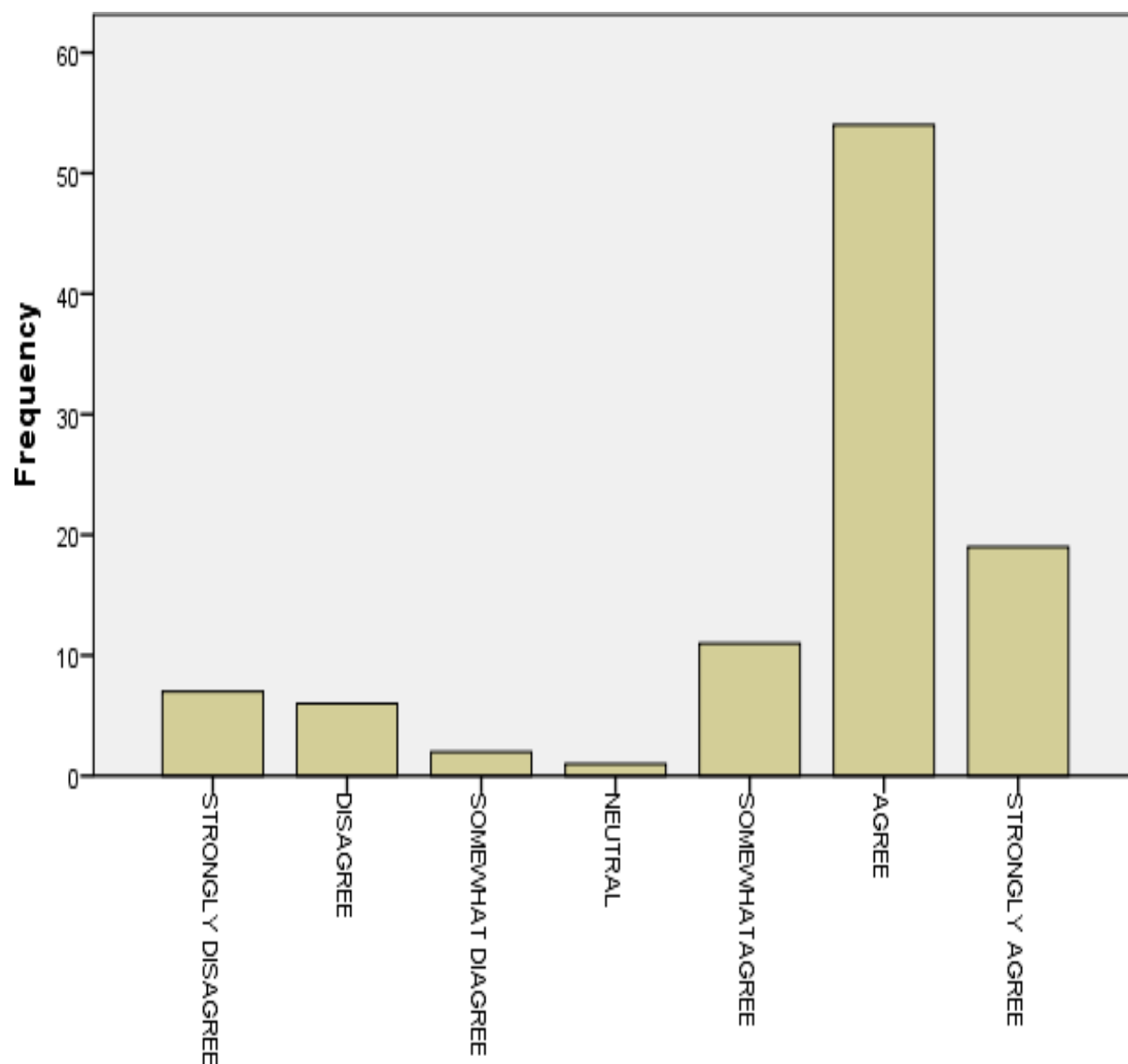


Figure IV-20: Research is valuable

Table IV-21: Research make me nervous					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	7.0	7.0	7.0
	DISAGREE	16	16.0	16.0	23.0
	SOMEWHAT DIAGREE	2	2.0	2.0	25.0
	NEUTRAL	10	10.0	10.0	35.0

	SOMEWHATAGREE	10	10.0	10.0	45.0
	AGREE	43	43.0	43.0	88.0
	STRONGLY AGREE	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

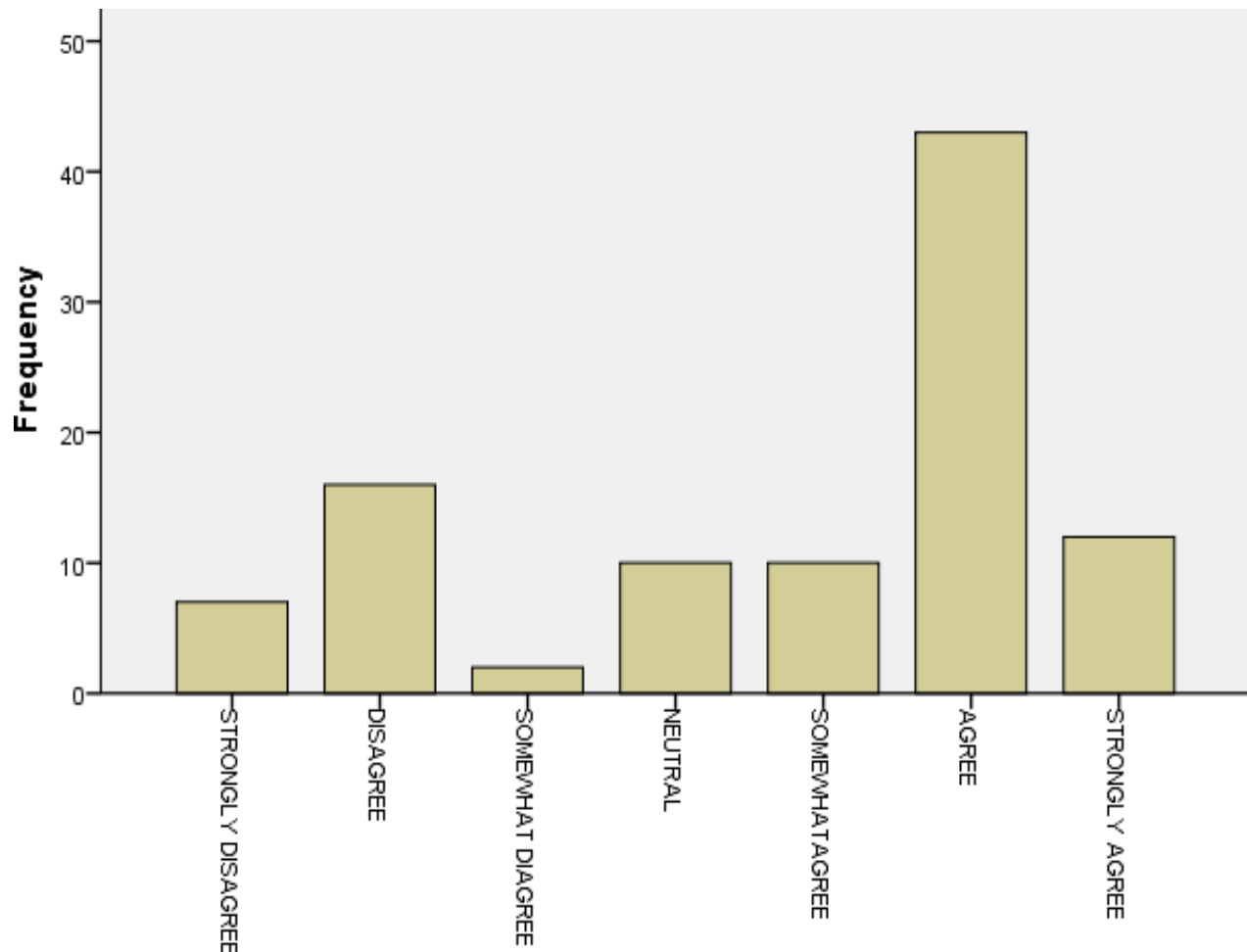


Figure IV-21: Research make me nervous

Table IV-22: I use research in my daily life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	18	18.0	18.0	18.0
	DISAGREE	32	32.0	32.0	50.0
	SOMEWHAT DIAGREE	4	4.0	4.0	54.0
	NEUTRAL	9	9.0	9.0	63.0
	SOMEWHATAGREE	11	11.0	11.0	74.0
	AGREE	22	22.0	22.0	96.0
	STRONGLY AGREE	4	4.0	4.0	100.0

Total	100	100.0	100.0	
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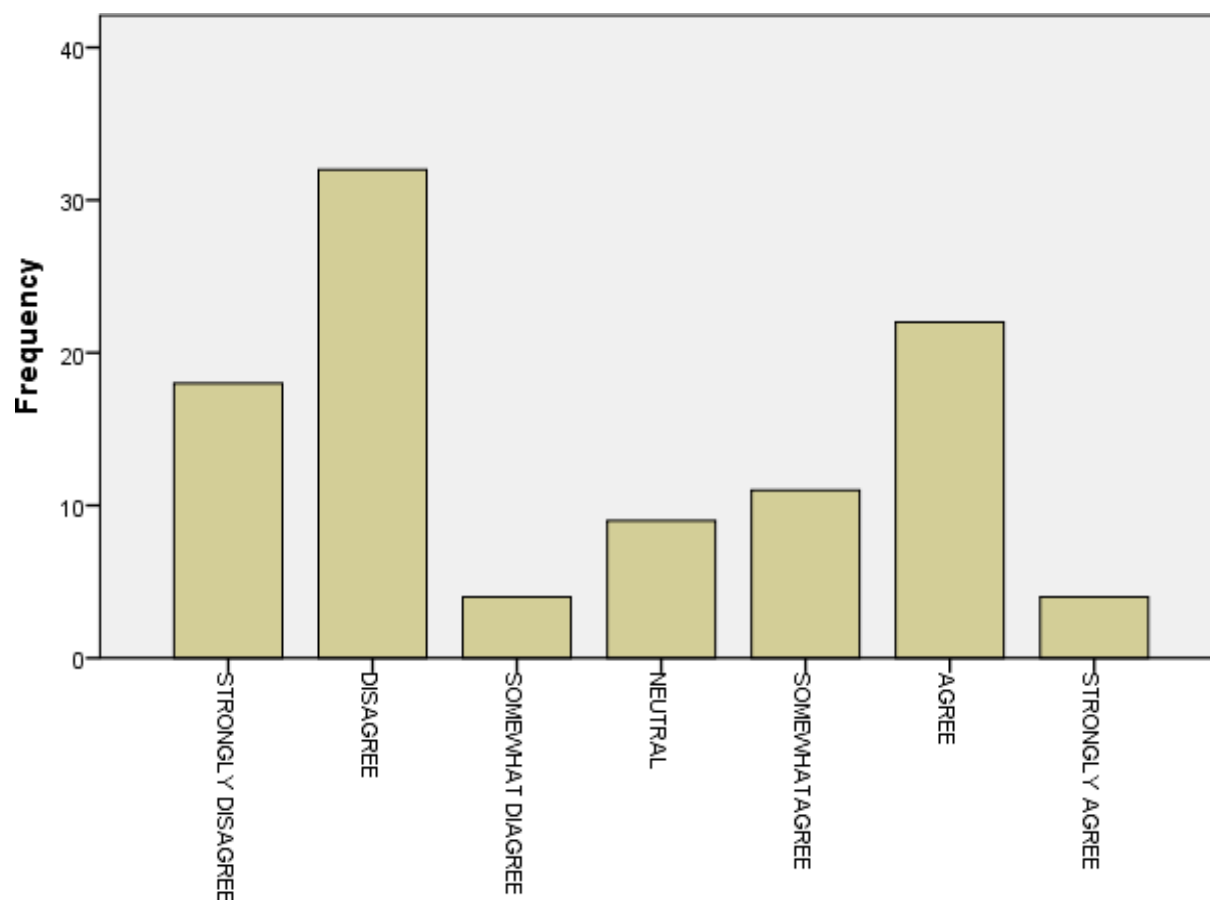


Figure IV-22: I use research in my daily life

Table IV-23: The skills I have acquired in research will be help to me in future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	4.0	4.0	4.0
	DISAGREE	13	13.0	13.0	17.0
	SOMEWHAT DIAGREE	6	6.0	6.0	23.0
	NEUTRAL	6	6.0	6.0	29.0
	SOMEWHATAGREE	9	9.0	9.0	38.0
	AGREE	49	49.0	49.0	87.0
	STRONGLY AGREE	13	13.0	13.0	100.0
	Total	100	100.0	100.0	

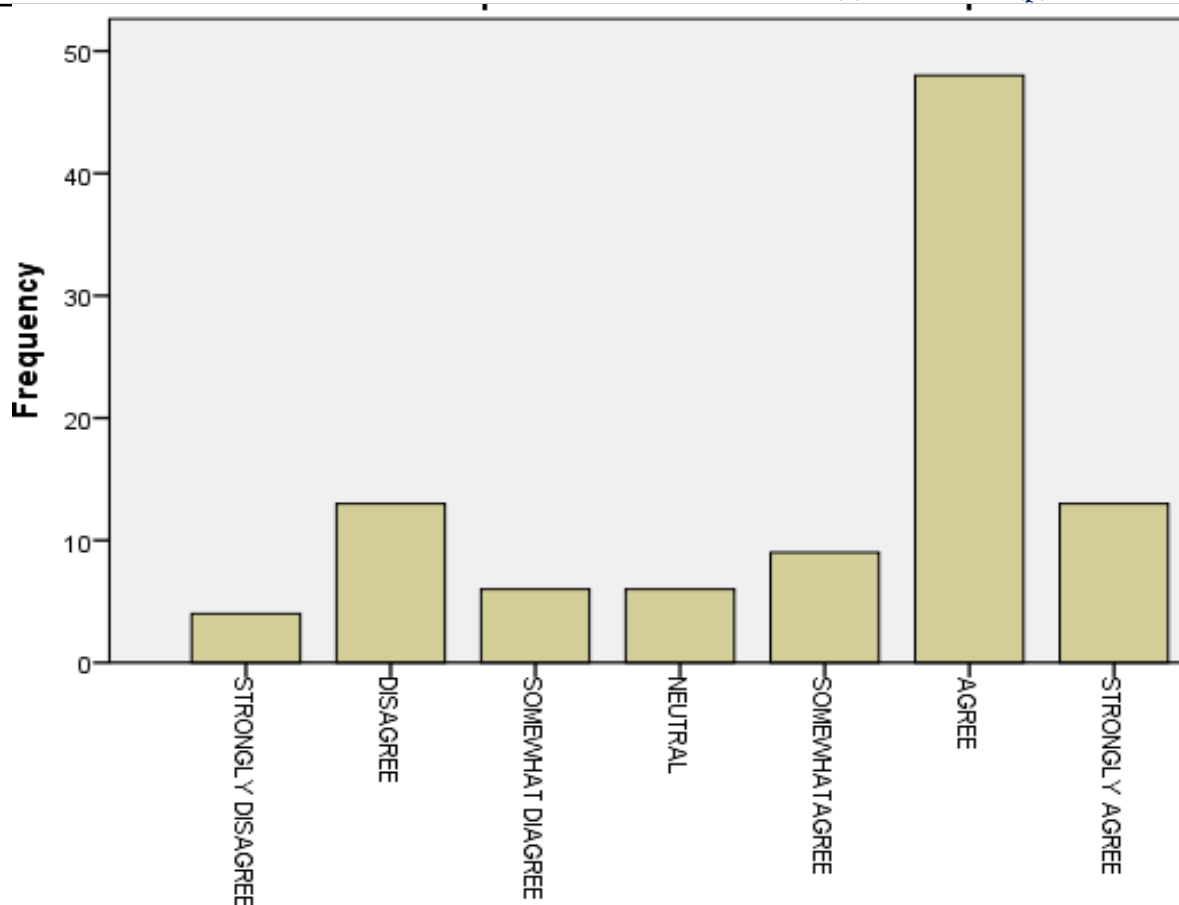


Figure IV-23: The skills I have acquired in research will be help to me in future

Table IV-24: Research is useful to every profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	7.0	7.0	7.0
	DISAGREE	9	9.0	9.0	16.0
	SOMEWHAT DIAGREE	4	4.0	4.0	20.0
	NEUTRAL	4	4.0	4.0	24.0
	SOMEWHATAGREE	10	10.0	10.0	34.0
	AGREE	51	51.0	51.0	85.0
	STRONGLY AGREE	15	15.0	15.0	100.0
Total		100	100.0	100.0	

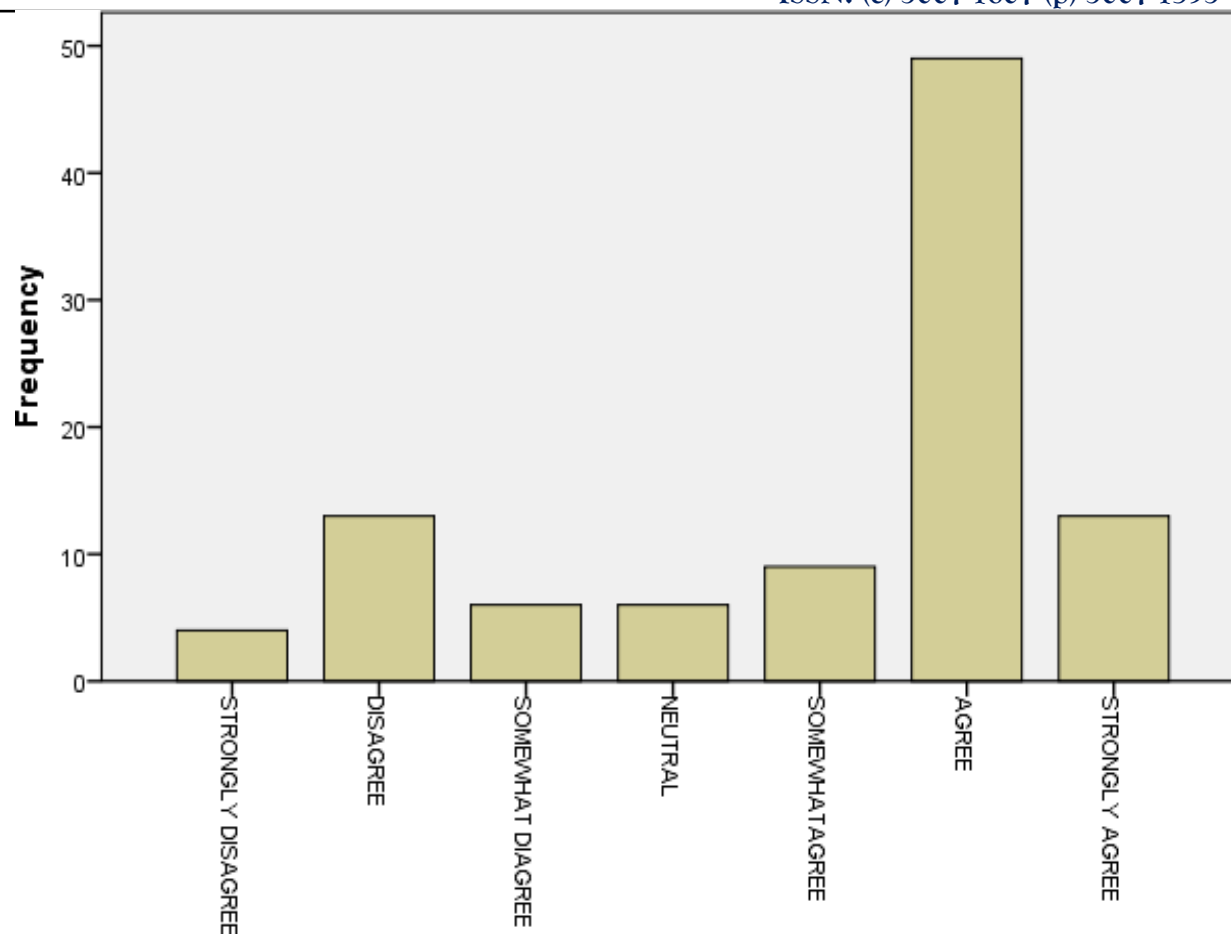


Figure IV-24: Research is useful to every profession

Table IV-25: Knowledge from research as useful as writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	7.0	7.0	7.0
	DISAGREE	9	9.0	9.0	16.0
	SOMEWHAT DISAGREE	2	2.0	2.0	18.0
	NEUTRAL	5	5.0	5.0	23.0
	SOMEWHAT AGREE	11	11.0	11.0	34.0
	AGREE	52	52.0	52.0	86.0
	STRONGLY AGREE	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

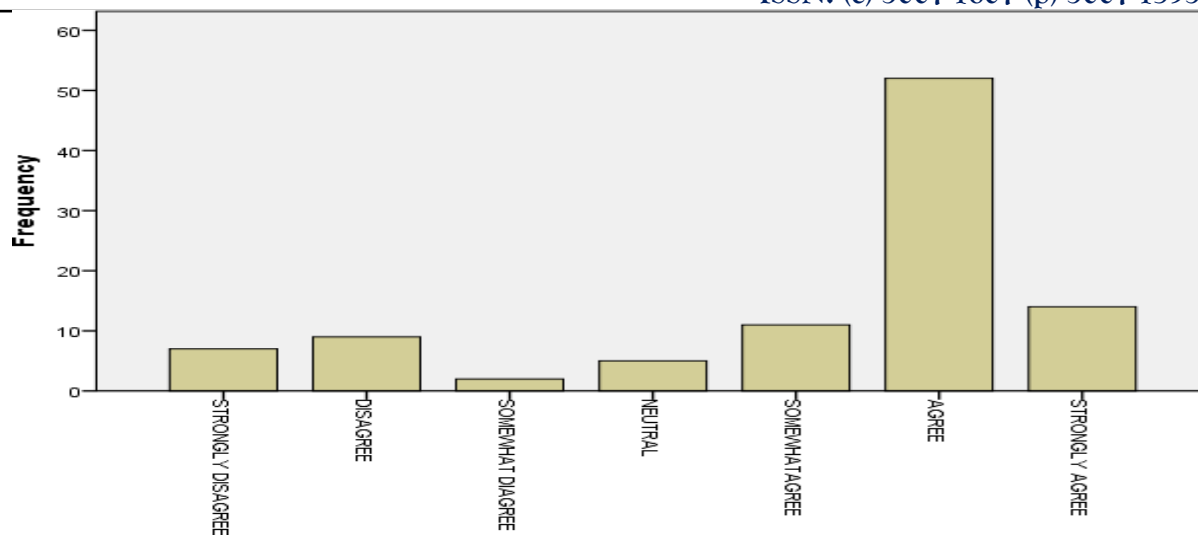


Figure IV-25: Knowledge from research as useful as writing

Table IV-26: Research is irrelevant to my life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	10.0	10.0	10.0
	DISAGREE	34	34.0	34.0	44.0
	SOMEWHAT DISAGREE	5	5.0	5.0	49.0
	NEUTRAL	4	4.0	4.0	53.0
	SOMEWHAT AGREE	6	6.0	6.0	59.0
	AGREE	35	35.0	35.0	94.0
	STRONGLY AGREE	6	6.0	6.0	100.0
Total		100	100.0	100.0	

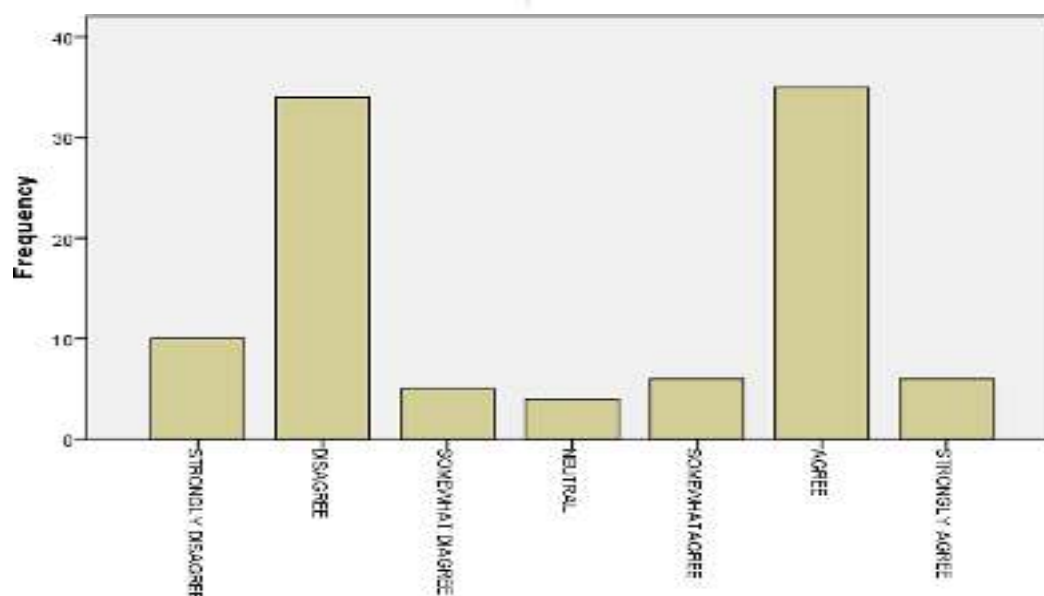


Figure IV-26: Research is irrelevant to my life

Table IV-27: Research should be indispensable to my professional

training		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	11	11.0	11.0	11.0
	DISAGREE	13	13.0	13.0	24.0
	SOMEWHAT DISAGREE	4	4.0	4.0	28.0
	NEUTRAL	9	9.0	9.0	37.0
	SOMEWHAT AGREE	8	8.0	8.0	45.0
	AGREE	47	47.0	47.0	92.0
	STRONGLY AGREE	8	8.0	8.0	100.0
Total		100	100.0	100.0	

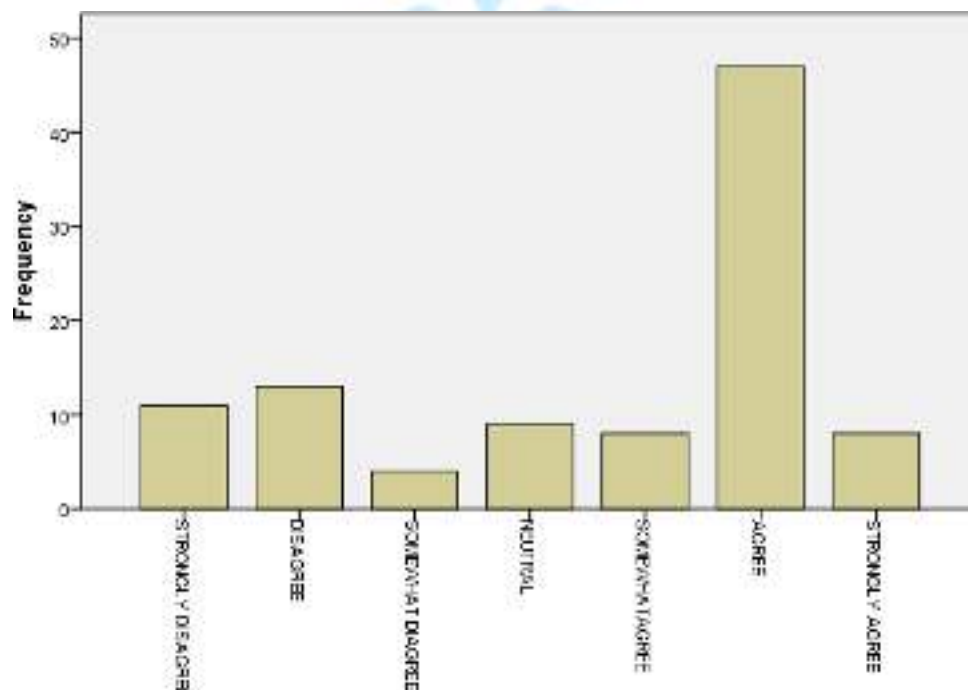


Figure IV-27: Research should be indispensable to my professional training

Table IV-28: Research is complicated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	9	9.0	9.0	9.0
	DISAGREE	9	9.0	9.0	18.0
	SOMEWHAT DISAGREE	4	4.0	4.0	22.0

NEUTRAL	5	5.0	5.0	27.0
SOMEWHAT AGREE	13	13.0	13.0	40.0
AGREE	52	52.0	52.0	92.0
STRONGLY AGREE	8	8.0	8.0	100.0
Total	100	100.0	100.0	

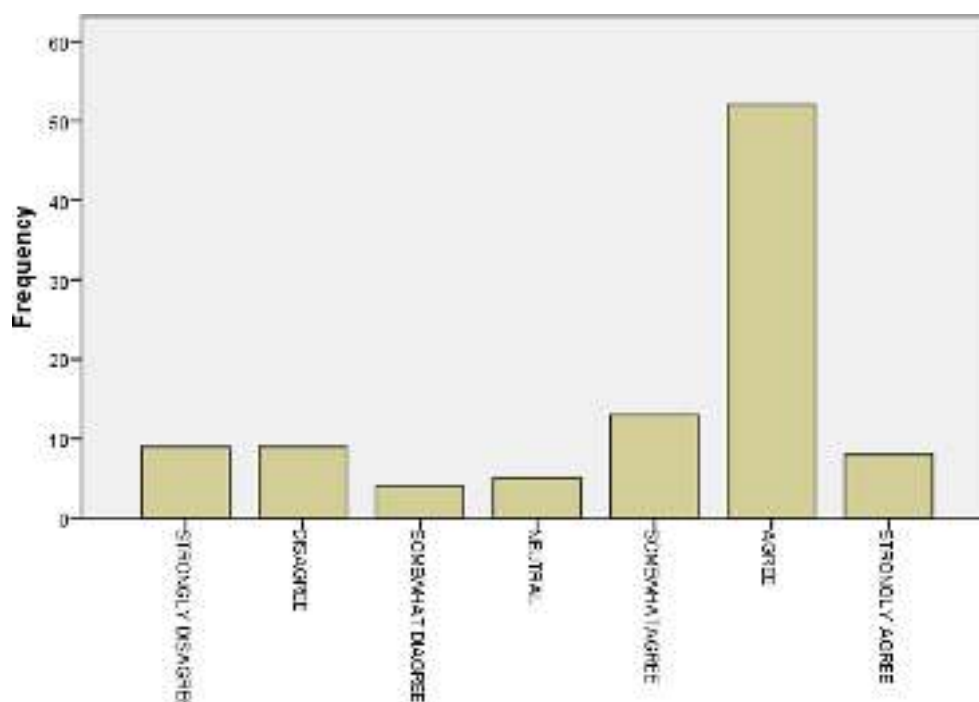


Fig: IV-28: Research is complicated

Table IV-29: Research thinking does not apply in my personal life					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	8.0	8.0	8.0
	DISAGREE	23	23.0	23.0	31.0
	SOMEWHAT DISAGREE	7	7.0	7.0	38.0
	NEUTRAL	7	7.0	7.0	45.0
	SOMEWHAT AGREE	8	8.0	8.0	53.0
	AGREE	36	36.0	36.0	89.0
	STRONGLY AGREE	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

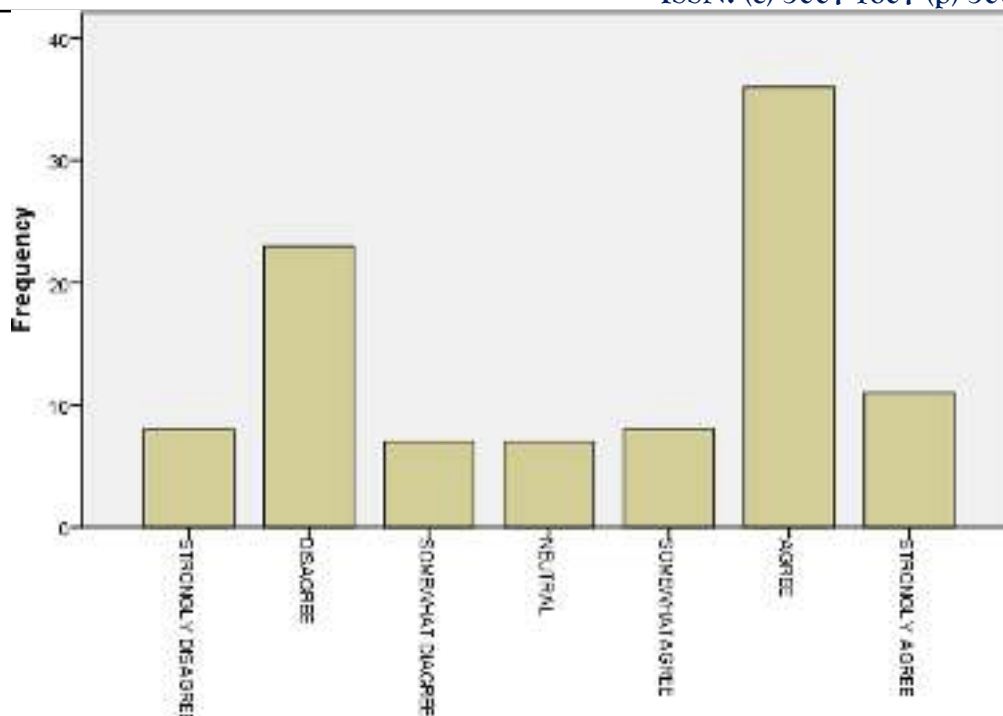


Figure IV-29: Research thinking does not apply in my personal life

Table IV- 30: I will employ research approaches in my profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	6	6.0	6.0	6.0
	DISAGREE	14	14.0	14.0	20.0
	NEUTRAL	7	7.0	7.0	27.0
	SOMEWHAT AGREE	10	10.0	10.0	37.0
	AGREE	54	54.0	54.0	91.0
	STRONGLY AGREE	9	9.0	9.0	100.0
	Total	100	100.0	100.0	

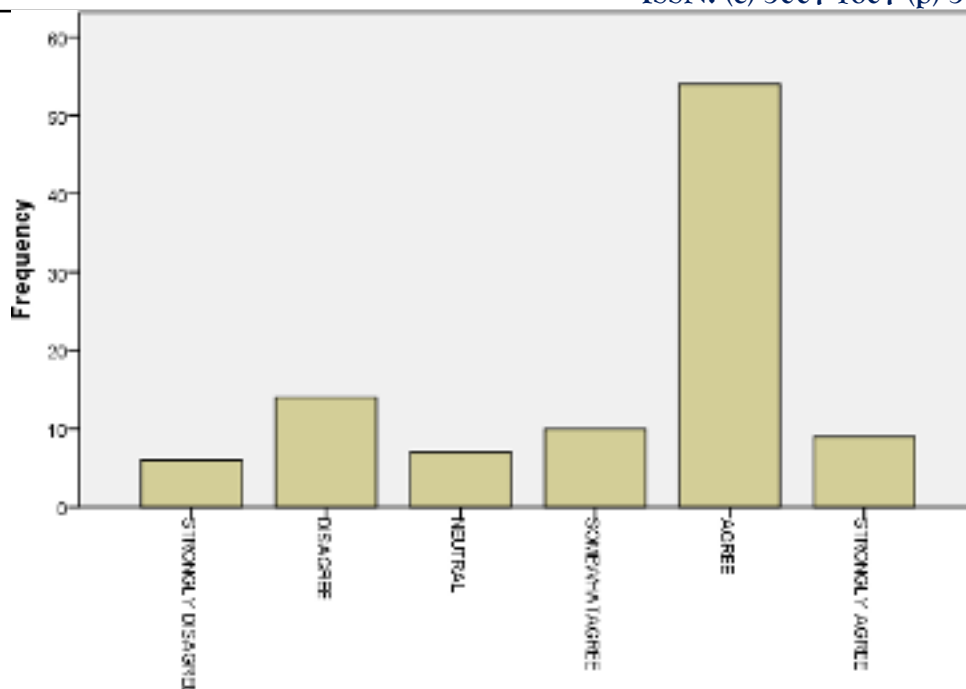


Figure IV- 30: I will employ research approaches in my profession

Table IV-31: Research is difficult					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	7.0	7.0	7.0
	DISAGREE	13	13.0	13.0	20.0
	SOMEWHAT DIAGREE	3	3.0	3.0	23.0
	NEUTRAL	10	10.0	10.0	33.0
	SOMEWHATAGREE	16	16.0	16.0	49.0
	AGREE	39	39.0	39.0	88.0
	STRONGLY AGREE	12	12.0	12.0	100.0
Total		100	100.0	100.0	

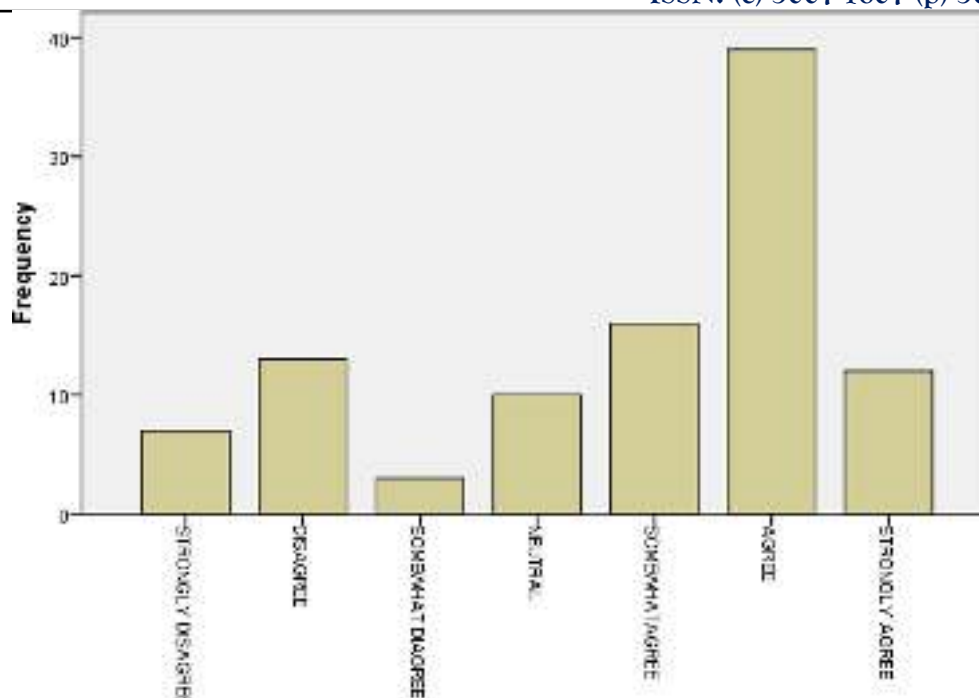


Figure IV-31: Research is difficult

Table IV-32: I am inclined to study the detail of research producer carefully

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	7.0	7.0	7.0
	DISAGREE	18	18.0	18.0	25.0
	SOMEWHAT DISAGREE	5	5.0	5.0	30.0
	NEUTRAL	9	9.0	9.0	39.0
	SOMEWHAT AGREE	7	7.0	7.0	46.0
	AGREE	49	49.0	49.0	95.0
	STRONGLY AGREE	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

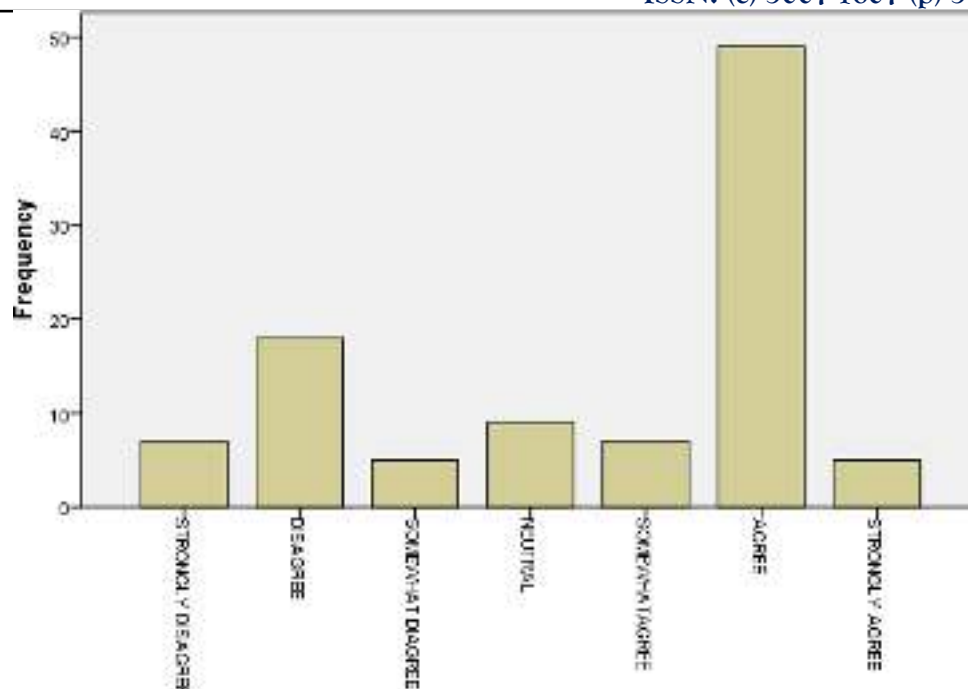


Figure IV-32: I am inclined to study the detail of research producer carefully

Table IV-33: Research is pleasant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	17	17.0	17.0	17.0
	DISAGREE	26	26.0	26.0	43.0
	SOMEWHAT DISAGREE	8	8.0	8.0	51.0
	NEUTRAL	7	7.0	7.0	58.0
	SOMEWHAT AGREE	5	5.0	5.0	63.0
	AGREE	30	30.0	30.0	93.0
	STRONGLY AGREE	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

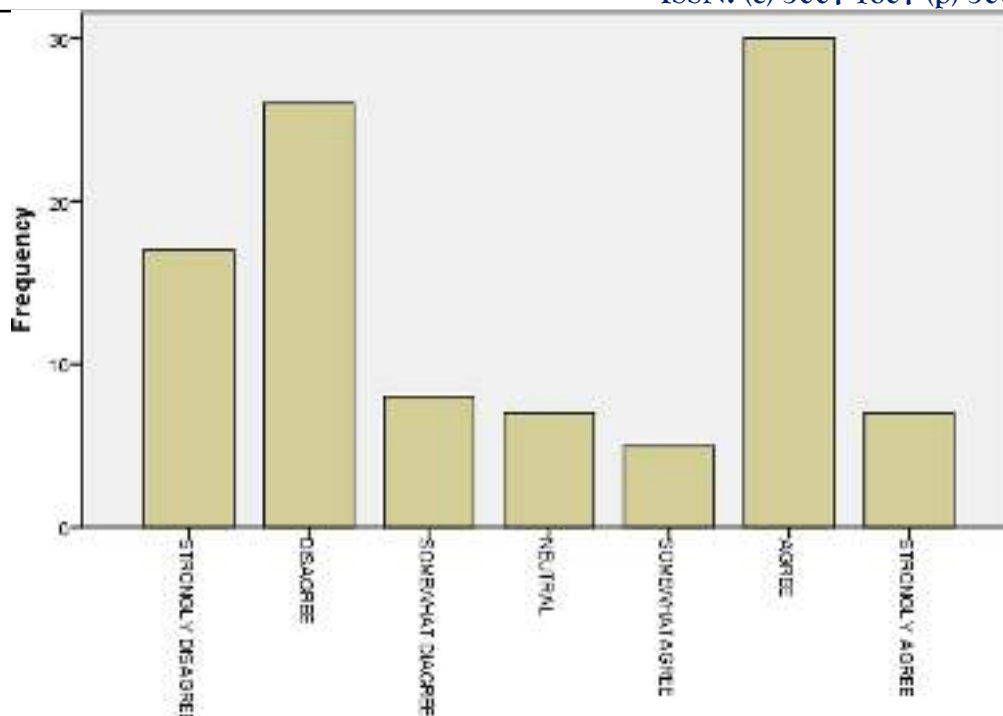


Figure IV-33: Research is pleasant

Table IV-34: Research oriented thinking plays and important role in my daily life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	10	10.0	10.0	10.0
	DISAGREE	16	16.0	16.0	26.0
	SOMEWHAT DISAGREE	7	7.0	7.0	33.0
	NEUTRAL	11	11.0	11.0	44.0
	SOMEWHAT AGREE	10	10.0	10.0	54.0
	AGREE	34	34.0	34.0	88.0
	STRONGLY AGREE	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

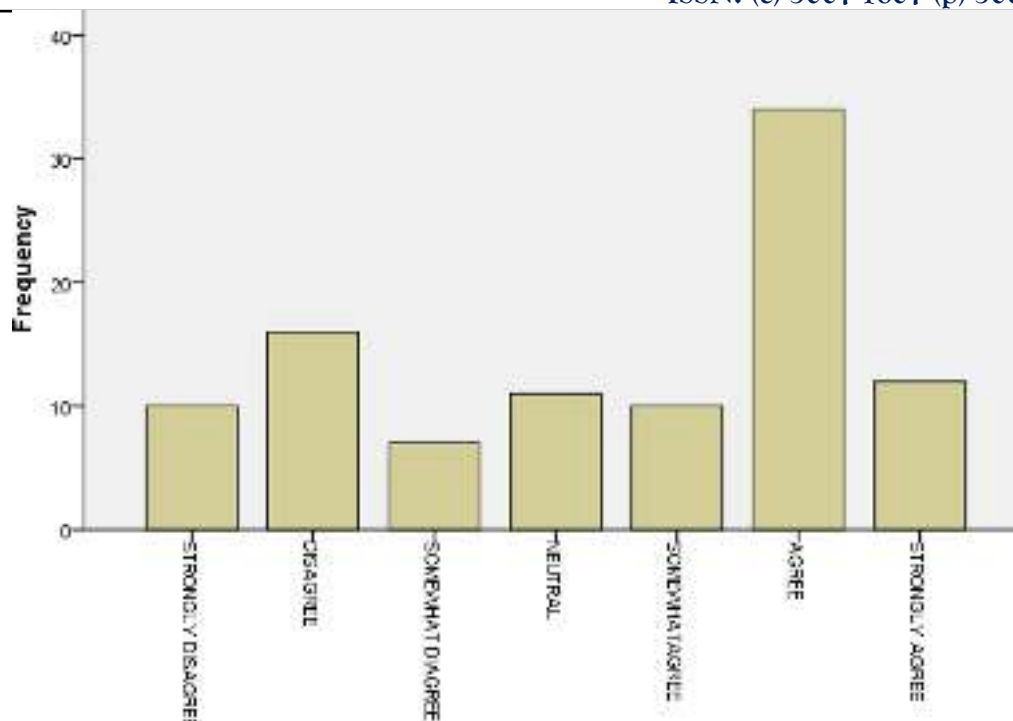


Figure IV-34: Research oriented thinking plays and important role in my daily life

Table IV-35: Research is a complex subject

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	8	8.0	8.0	8.0
	DISAGREE	6	6.0	6.0	14.0
	SOMEWHAT DISAGREE	5	5.0	5.0	19.0
	NEUTRAL	11	11.0	11.0	30.0
	SOMEWHAT AGREE	6	6.0	6.0	36.0
	AGREE	40	40.0	40.0	76.0
	STRONGLY AGREE	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

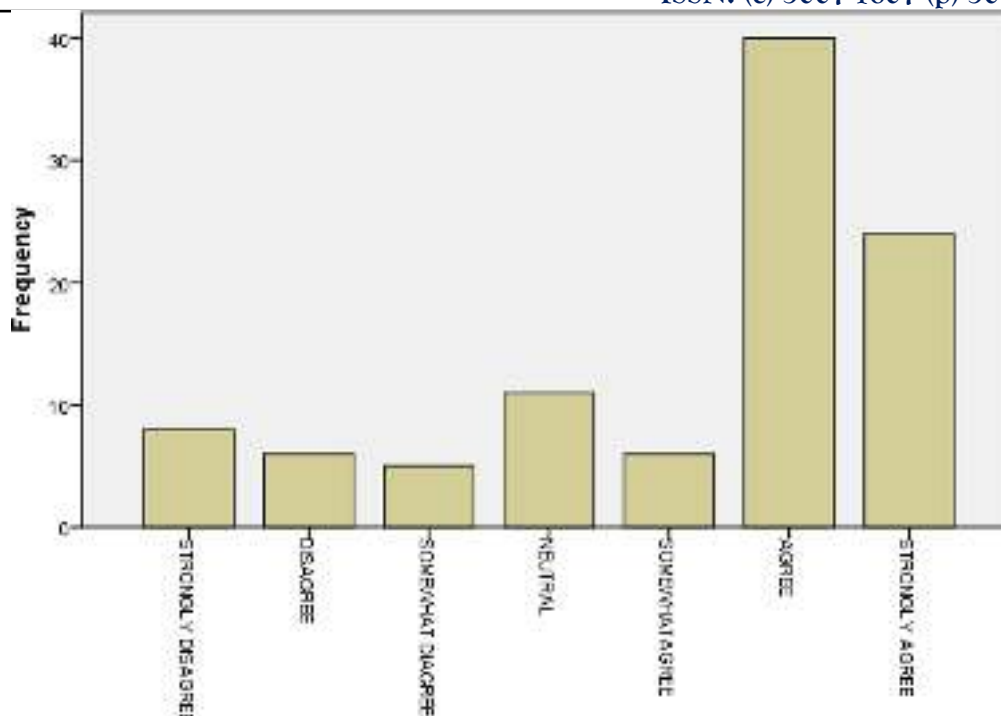


Figure IV-35: Research is a complex subject

DISCUSSION

Research is the process of gathering and analysing data in order to gain a better knowledge of the phenomenon being investigated.(1) A favourable or negative attitude toward a subject is referred to as attitude. Emotional behaviours and their interactions are included in a thorough definition of attitude. The term "attitude toward research" refers to a thorough examination of a person's thoughts, feelings, and research behaviour. Though anxiety might aid in the learning process to some extent severe amount of anxiety can impair performance. Undergraduate students on the other hand frequently regard research as difficult and stressful and some even acquire a fear of it (7). A study graduate in educational research methodology and statistics courses report significant anxiety levels as a result of their fear many students put off enrolling in these classes as long as they can. Some students even drop out their degree programmes. (3) This was a cross - sectional study on 100 medical students to find out the attitude and anxiety of physical therapy

students towards research. In Isra University Hyderabad.

In current study, (39%) students were expressed that research is difficult whereas in previous study, conducted by Salvi Shah found that a large proportion of students (74%) reported for research difficulty. According to this study (32%) students was reported REGARDING THE QUESTION THAT research makes me anxious

study was conducted by Salvi Shah which revealed that (72.67%) students have anxiety towards research.

In this study (40%) students expressed that research is a complex subject whereas in previous study was conducted by Salvi Shah reported that (62%) students perceived research as stressful and complex subject.

In current study (34%) students reported that research oriented thinking plays an important in daily life. Similarly previous study conducted by Salvi Shah perceived that (73%) students felt that research oriented thinking is not suitable for personal life

According to this study(47%) students was

expressed positive response that research is useful for my career whereas in previous study conducted by Salvi Shah showed that (80%) of the students reported that research is useful for the career.

CONCLUSION

According to the finding of this study physical therapy students have a good attitude towards research and acknowledged its usefulness and benefits to physiotherapy profession however many of students regard their research course as stressful the majority of them reported that having unpleasant feelings and anxiety towards the research. Most of the students reported that they make many mistakes in research and face a lot of difficulties some of the students says that research does not important in their daily life.

RECOMMENDATIONS

The future research should be conducted on large sample sizes to get more reliable results further investigation regarding attitude and anxiety towards research should be studied. In cooperating a research course in university curriculum it would be more beneficial to have a statistics expert from the research center teach learning methodologies students will have new experience.

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