



Somali Undergraduate Students' Attitude towards Research at University of Somalia in Mogadishu-Somalia Faculty of Business Administration

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Abstract

Informal observations over the last year reveals that a number of students in the undergraduate program at The University of Somalia, January 21- Campus, demonstrate negative attitude towards the research. Hence, this paper presents an analysis of the attitude of undergraduate students at The University of Somalia, January 21- Campus, towards research. Students often rate courses in research methods negatively and regard them as difficult. This study used the Attitude towards Research Scale. to assess the attitudes of 108 randomly selected undergraduate students towards research from University of Somalia as private university in Mogadishu-Somalia. Through a descriptive survey research design, information is collected from a random sampling comprising semester seven and eight students in Business administration and Accounting and finance undergraduate programs. Accordingly, qualitative and quantitative data gathered from a questionnaire provide a description of the extent students; consider knowledge of research is valuable. There is also analysis of students' positive or negative attitude towards research. Also, analysis of to what extent, that many undergraduates consider lecturers' involvement in research as beneficial to their own research learning. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) program. Frequency and percentages were used to present data in tables. The qualitative aspects of the data were summarized in the form of text for easy description and analysis. Therefore, qualitative and quantitative techniques were employed to present, describe and interpret data collection and to draw adequate conclusion on the findings.

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An analysis of the results of this study confirms the conclusions that the majority of the participants approximately, 80% are of the view that knowledge of research is valuable. According to the Study, study has revealed that the majority of the students believe that they can benefit from the research. Since 42 students representing (38.9%) agreed and 42 (38.9%) participants strongly agreed that the majority of the students believe that they can benefit from the research. findings also showed that majority of the Students like research studying and also conducting research. From the Study, data has revealed that majority of the participants representing 85.2% agreed that they do not contribute any research paper or other forms of research. based on this data, findings showed that majority of the participants said that Lecturers' involvement Increased their understanding of the research subject as well as their awareness of the problems and issues faced in their subject area and also Contributed to the development of their research skills.

Keywords: undergraduate Students; attitude; research.

1. Introduction

1.1 Background

Research plays a significant role in our daily life. All inventions have been possible with the help of research. With the help of research human being were able to find the cure for flue, polio and many other horrible diseases. Not only in medicine, had it also helped a lot in technology. Talking to long distance relatives is the outcome of research in technology [1]. Research is the process of collecting and analyzing information to increase our understanding of the phenomenon under study [2]. The aim of the research is to contribute towards the understanding of the phenomenon and then to communicate that understanding to others. It gives rewarding learning experiences for students, producing graduates capable of high personal and professional achievement. [3].

Attitude is positive or negative effect towards a particular subject. Comprehensive definition of attitude includes emotions, beliefs, behaviors and their interaction. [4]. The attitude towards research basically means a detailed study of thinking, feeling and the person's behavior towards research. According to [5], it is important to identify the attitudes towards research so that a positive attitude can be developed among students and hence their learning can be facilitated in turn.

A number of researches have been conducted to explore the attitude towards research and the results showed that attitudes towards research are generally not positive. Students think that it is tough and dry to study the research [6]. They do not understand the concepts of research and its importance in their professional life. [7] found that the attitude of students of English as Second Language and English as Foreign Language towards visiting library was very poor. They lack basic research skills ranging from searching and evaluating literature sources to paraphrasing and giving citations. [8] conducted a study on the medical students to explore their attitudes towards the research and found that though the majority of the students felt that the research would be beneficial in their career, fewer than half of the students were significantly involved in any research activity during their medical school. Students who realize the need of spending more time on research activities are even

fewer. About one fourth of the student reported no interest in any such activity.

Reference [9] conducted a study on junior faculty in the medical profession in Pakistan and found that though the majority of them perceive research a difficult endeavor but they have positive attitude towards the research. The main aim of this study is to contribute to the growing body of research on students' awareness, experiences and perceptions of research by examining and analyzing both quantitatively and qualitatively the views of undergraduate students at University of Somalia.

2. Objectives of the study

General objective

The objective of the study was to assess the under graduate students' attitude towards research at university of Somalia.

Specific objectives

1. To assess the extent students, consider knowledge of research is valuable
2. To show the students' positive or negative attitude towards knowledge of research.
3. To assess whether undergraduates consider Lecturers' involvement in research as beneficial to their own learning.

Research Questions

The following research questions were used to achieve the objectives of the study.

1. To what extent do students consider knowledge of research to be valuable?
2. To what extent do students demonstrate positive or negative perceptions and attitudes towards knowledge of research?
3. To what extent, that many undergraduates consider Lecturers' involvement in research as beneficial to their own learning.

3. Research Methodology and Procedure

Research Design

A study design is a plan that explains the basic structure of the study. It provides the procedural outline for the conduct of the study. Research design is "the blueprint that includes experiments, interviews, observation, and the analysis of records, simulation or some combination of these [10]. The research used descriptive survey design method to collect and analyze the data. Hence, questionnaire was administered to collect quantitative data.

Study Sample.

the study sample was restricted to a very specific population of students within semester 7 and 8 of the business administration and Accounting and finance programs who were studying the courses such business administration and accounting and finance, it was categorized as a random sampling. Therefore, about 108 students from business administration and accounting and finance, responded to the questionnaire. participants were selected based on random sampling and they were assessed to be “information-rich” cases for analysis of the variables. The data from the random sample was collected at The University of Somalia, 21 January-Campus during the first semester of the academic year 2016-2017.

Research Instruments. The primary research instrument was a questionnaire adapted from the “Attitude towards Research” Scale (ATR) created by [11], whose objective was to verify the dimensions of attitudes towards research among undergraduate students who had completed a compulsory introduction undergraduate course in methods of research. Hence, based on its correspondence with the aim of the current research, Papanastasiou’s ATR scale was considered adequate for this research. Thus, the questionnaire consisted of 22 questions(items) in the form of a five-point Likert scale which ranged from strongly disagree to strongly agree.

4. Procedures for data analysis and presentation

Data were analyzed using the Statistical Package for the Social Sciences (SPSS) program. Frequency counts and percentages were used to present data in tables. The qualitative aspects of the data were summarized in the form of text for easy description and analysis. Therefore, qualitative and quantitative techniques were employed to present, describe and interpret data collection and to draw adequate conclusion on the findings.

5. Results and discussion

About 108 students from Business administration and accounting and finance responded to the questionnaire. A summary of the demographic information of participants is presented in Tables below:

Table 1: Age of the respondents

	Frequency	Percent	Valid Percent
Valid 20-30	82	75.9	75.9
31-40	25	23.1	23.1
40and above	1	.9	.9
Total	108	100.0	100.0

Table 1 depicts the age distribution of respondents who participated in the study. The purpose was to find out the average age of the respondents who are actively involved in the study within the university. A close look at

the Table .1 shows that 82 respondents representing 75.9% fall within the age brackets 20-30 years; 25 representing 23.1 % fall within the age brackets 31-40 years. While the remaining 1 representing 9% fall within the age brackets 41 and above years, the data showed that majority of the students in the university of Somalia fall between 20-30 and 31-40. This means that the majority of students are youth who could be ordinary expected to be more involved in the study.

Table 2: Gender of the respondents

	Frequency	Percent	Valid Percent
Valid male	81	75.0	75.0
female	27	25.0	25.0
Total	108	100.0	100.0

The respondents were asked to indicate their gender by ticking the appropriate column they belonged. The purpose was to find out the number of males and females who actually participated in the study. Table .2 shows that out of the 81 respondents who participated in the study, majority 81 of the respondents representing 75.0% were males, while the remaining 27 respondents representing 25.0% being females, the finding means that there are more male students in the university, because, males and females have different attitudes and views toward study at the university.

Table 3: Marital status of the respondents

	Frequency	Percent	Valid Percent
Valid Single	74	68.5	68.5
Marriage	34	31.5	31.5
Total	108	100.0	100.0

Table 3 depicts the marital status of respondents who participated in the study. The purpose was to find out the status of the students who are actively involved in the study with in the university. A close look at the Table shows that 74 respondents representing 68.5% fall within the single status; 34 representing 31.5 % fall within the marriage. The data shows that majority of the students of the university are single.

Table 4: Research phase

	Frequency	Percent	Valid Percent
Valid Studying research	62	57.4	57.4
Conducting research	46	42.6	42.6
Total	108	100.0	100.0

The study sought to find out the students' level of the research learning. 62 of the respondents representing 57.4% were studying the research while 46 of the respondents representing 42.6% were conducting the research.

Students' Value of Research. The questionnaire used for the ATS scale contained five questions designed specifically to measure the extent to which the study sample of 108 participants consider knowledge of research to be valuable. Tables below show the details of the participants' frequency of responses to questions.

Table 5: Research should be taught all students

	Frequency	Percent	Valid Percent
Valid SD	10	9.3	9.3
D	7	6.5	6.5
N	15	13.9	13.9
A	37	34.3	34.3
SA	39	36.1	36.1
Total	108	100.0	100.0

The results from the question which sought data on their views on the research being taught to students revealed that 10 of the participants representing 9.3 % strongly disagreed, seven (6.5%) believed that research should not be taught to students, while 37 (34.3%) indicated that they agreed to be taught research for students. And 39 participants representing 36.1 strongly agreed that research should be taught to all students. While remaining 15 were neutral. According to table, the study has revealed that the majority of the students believed that research is valuable and it should be taught to the students.

Table 6: Research is connected to my field

	Frequency	Percent	Valid Percent
Valid SD	6	5.6	5.6
D	13	12.0	12.0
N	18	16.7	16.7
A	42	38.9	38.9
SA	29	26.9	26.9
Total	108	100.0	100.0

The students also were asked if research is connected to their field of study, six participants (5.6%) strongly disagreed that research was not connected to his/her field of study, while 13 (12%) disagreed that research was not connected to his/her field of study and 18 (16.7%) students were neutral. These data are also revealed

42(38.9%) students believed that research was connected to their field of study. In responding to this question, whereas 29(26.9) students strongly agreed that research is connected to their field of the study. table .6 indicates that the majority the students representing 65.8% believe that the research is connected to their field of the study which means most of the students believe that research has value to their life.

Table 7: Most students benefit from research

	Frequency	Percent	Valid Percent
Valid SD	3	2.8	2.8
D	6	5.6	5.6
N	15	13.9	13.9
A	42	38.9	38.9
SA	42	38.9	38.9
Total	108	100.0	100.0

According to the above table which focused on measuring the participants' views on the extent to which students benefit from research, three (2.8%) participants strongly disagreed, and 5.6 participants indicated they did not think that students benefited from research. 42 students representing (38.9%) agreed and 42 (38.9%) participants strongly agreed.

However, 15(13.9%) participants remained neutral. According to the table; data has revealed that the majority of the students believe that they can benefit from the research.

Table 8: Research is valuable

	Frequency	Percent	Valid Percent
Valid SD	1	.9	.9
D	7	6.5	6.5
N	20	18.5	18.5
A	38	35.2	35.2
SA	42	38.9	38.9
Total	108	100.0	100.0

Students were asked whether the research is valuable to find out if the participants thought research valuable. The results showed that 15.5 % of the students disagreed that the research is valuable to their study. But in contrast to that 35.2 agreed that research is valuable, while 42 of the students representing 38.9 strongly agreed

that research is valuable. And the remaining 20 participants representing 18.5% were neutral. according to the table, the study has revealed that research is valuable to the students since most of the respondents have agreed that research is valuable. An analysis of the results of these data validates the conclusion that the majority of the participants approximately, 80% are of the view that knowledge of research is valuable.

Table 9: I Attended a University research seminar?

		Frequency	Percent	Valid Percent
Valid	SD	21	19.4	19.4
	D	18	16.7	16.7
	N	28	25.9	25.9
	A	24	22.2	22.2
	SA	17	15.7	15.7
	Total	108	100.0	100.0

Students were asked whether they have attended university research seminar. The results showed that 21 participants representing 19.4. % of the students strongly disagreed that they have attended a seminar research while 18 students representing 16.7 told that they do not attended university research seminar. In contrast to that 41 students representing 37.9% said that they have attended research seminar. While the remaining 28 which is 25.9% were neutral in their responses. Positive or negative Attitudes towards Research. The next dimension of the questionnaire consisted of eight questions which sought evidence of the participants’ positive attitudes towards research. Tables below indicates participants’ frequency of responses to question

Table 10: I like research

		Frequency	Percent	Valid Percent
Valid	SD	3	2.8	2.8
	D	8	7.4	7.4
	N	19	17.6	17.6
	A	43	39.8	39.8
	SA	35	32.4	32.4
	Total	108	100.0	100.0

Students also were asked if they liked research and 11 representing 10.2 % participants disagreed, and 43% representing 39.8 % agreed and told that they like research while 35 participants representing 32.54 % of the respondents strongly agreed. And the remaining 19 of the respondents representing 17.6% were neutral.

According to the above table, data showed that majority of the participants stated that they like and prefer to learn research which means they have positive attitude towards learning research.

Table 11: I have Contributed to a research paper or other forms of research output

		Frequency	Percent	Valid percent
Valid	SD	55	51	51
	D	37	34.2	34.2
	N	8	7.4	7.4
	A	4	3.7	3.7
	SA	4	3.7	3.7
	Total	108	100.0	100.0

Participants were asked whether they have contributed to a research papers or other forms of research output to measure their attitude towards research. From the above table, date has revealed that majority of the participants representing 85.2% agreed that they do not contribute any research paper or other forms of research.

Table 12: I have attended research conference

		Frequency	Percent	Valid Percent
Valid	SD	34	31.5	31.5
	D	45	41.7	21.3
	N	20	18.5	18.5
	A	4	3.7	3.7
	SA	5	4.6	4.6
	Total	108	100.0	100.0

Students were asked if they attended research conference. The result showed 34 participants representing 31.5 % strongly disagreed to attend research conference, and 41.7% disagreed and told that they did not attend research conference while 20 participants representing 18.5 % of the respondents were neutral. And the remaining 9 of the respondents representing 8.3% agreed. According to the above table, data showed that majority of the respondents did not attend any research conference.

Table 13: I Have acted as a research assistant

		Frequency	Percent	Valid Percent
Valid	SD	32	29.6	29.6
	D	21	19.4	19.4
	N	32	29.6	29.6
	A	14	12.9	12.9
	SA	9	8.3	8.3
	Total	108	100.0	100.0

According to the above table which focused on measuring the participants' views on the attitude towards research, 32 of (29.6%) participants strongly disagreed, and 21. participants indicated they did not acted as a research assistant. 32 students representing (29.9%) were neutral. and 23 (21.2%) participants agreed that they acted as research assistant. According to the table; data has revealed that the majority of the students did not act as research assistant.

Table 14: I am interested research

		Frequency	Percent	Valid Percent
Valid	SD	7	6.5	6.5
	D	6	5.6	5.6
	N	20	18.5	18.5
	A	33	30.6	30.6
	SA	42	38.9	38.9
	Total	108	100.0	100.0

The study focused on the participants' interest in research. Hence, 42 participants representing 38.9% strongly agreed that they interest research whether it is studying or conducting it. And 33 of the participants representing 30.6 were agreed that research is interesting to them. In contrary to that, 12% of the participants disagree that research is not interesting while 19% remain neutral. So, based on the data, findings show that majority of the participants interest research studying and also conducting research.

Table 15: The lecturers’ research interests dominating the content of what they teach

		Frequency	Percent	Valid Percent
Valid	SD	13	12.0	12.0
	D	13	12.0	12.0
	N	26	24.1	24.1
	A	37	34.3	34.3
	SA	18	16.7	16.7
	missing	1	.9	.9
	Total	108	100.0	100.0

Participants were questioned whether the lecturers’ research interests dominating the content of what they teach. The study shows that 26 of the respondents representing 24% disagreed that lecturers research interest dominating the contents of hat they teach, while 55 of the respondents representing 51% said that the lecturers’ research interests dominating the content of what they teach. And the remaining 26 of the respondents representing 24.1% of the participants were neutral in their responses. Therefore, the study showed that lectures interest dominates the contents of what they teach.

Table 16: Lack of availability of lecturers to see me has negative effect on my learning

		Frequency	Percent	Valid Percent
Valid	SD	12	11.1	11.1
	D	20	18.5	18.5
	N	20	18.5	18.5
	A	28	25.9	25.9
	SA	28	25.9	25.9
	Total	108	100.0	100.0

Participants were questioned whether they have problems to meet their lecturers and whether that lack of availability of the lecturers has negative effect on their learning and conducting research. The study showed that 12 of the respondents representing 11.1% strongly disagreed that they have problems to meet with their lecturers and whether that lack of availability of the lecturers has negative effect on their learning and conducting research lecturers research interest dominating the contents of hat they teach, while 20 of the respondents representing 18.5% said that they have problems to meet with their lecturers and that lack of

availability of the lecturers has negative effect on their learning and conducting research. In contrary to that, 28 of the participants which is 25.9% showed they have problems to meet with their lecturers and that lack of availability of the lecturers has negative effect on their learning and conducting research. Also, another 28 of the respondents representing 25.9% strongly agreed they have problems to meet with their lecturers and that lack of availability of the lecturers has negative effect on their learning and conducting research. While the remaining 20 respondents representing 18.5% were neutral in their responses. Therefore, the study showed that majority of the students who are conducting research have problems to see their supervisors which had affected their learning and conducting the research.

Table 17: lecturer Spent amounts of time teaching his/her own favorite topic rather than focusing on other areas of the course of research

		Frequency	Percent	Valid Percent
Valid	SD	11	10.2	10.2
	D	13	12.0	12.0
	N	14	13.0	13.0
	A	36	33.3	33.3
	SA	34	31.5	31.5
	Total	108	100.0	100.0

Participants were questioned whether the lecturers Spent amount of time teaching his/her own favorite topic rather than focusing on other areas of the course of research. The study showed that 24 of the respondents representing 22.2% disagreed lecturer Spent amount of time teaching his/her own favorite topic rather than focusing on other areas of the course of research while 36 of the respondents representing 33.3% agreed that lecturers Spent amount of time teaching his/her own favorite topic rather than focusing on other areas of the course of research. And 34 of the respondents which is 31.5% showed lecturer Spent amount of time teaching his/her own favorite topic rather than focusing on other areas of the course of research. While the remaining 14 respondents representing 13.0% were neutral in their responses. Therefore, the study showed that majority of the students agreed that lecturers Spent amount of time teaching his/her own favorite topics rather than focusing on other areas of the course of research.

The extent, that many undergraduates consider lecturers' involvement in research as beneficial to their own learning.

Participants were questioned if the Lecturers' involvement Increased their understanding of the subject. Hence, 6 participants representing 5.6% strongly disagreed and 11 respondents representing 10.2 were disagreed that the Lecturers' involvement Increased their understanding of the subject. In contrary to that, 36 of the participants

representing 33.3% agreed that the Lecturers’ involvement Increased their understanding of the subject and 32 which is 29.6% strongly agreed that the Lecturers’ involvement Increased their understanding of the subject. while 21.3% of the respondents were remined neutral. So, based on the data, findings showed that majority of the participants said that Lecturers’ involvement Increased their understanding of the subject.

Table 18: Lecturers involvement Increased my understanding of the subject

		Frequency	Percent	Valid Percent
Valid	SD	6	5.6	5.6
	D	11	10.2	10.2
	N	23	21.3	21.3
	A	36	33.3	33.3
	SA	32	29.6	29.6
	Total	108	100.0	100.0

Table 19: Lecturer involvement Increased my awareness of the problems and issues faced in my subject area.

		Frequency	Percent	Valid Percent
Valid	SD	7	6.5	6.5
	D	7	6.5	6.5
	N	21	19.4	19.4
	A	40	37.0	37.0
	SA	33	30.6	30.6
	Total	108	100.0	100.0

According to the above table which focused on whether the Lecturers’ Involvement Increased the students’ awareness of the problems and issues faced in their subject area of research.14 of (13%) participants disagreed that the Lecturers’ Involvement Increased the their awareness of the problems and issues faced in their subject area, and 40 participants which is 37% agreed and indicated the Lecturers’ Involvement Increased the their awareness of the problems and issues faced in their subject area and 33 students representing (30.6 %) strongly agreed that Lecturers’ Involvement Increased the their awareness of the problems and issues faced in their subject area and 21 (19.4%) were neutral. According to the table; the data has revealed that the majority of the students indicated that the Lecturers’ Involvement Increased their awareness of the problems and issues faced in their subject area.

Table 20: Lecturer involvement Increased my understanding of the research

		Frequency	Percent	Valid Percent
Valid	SD	7	6.5	6.5
	D	3	2.8	2.8
	N	26	24.1	24.1
	A	39	36.1	36.1
	SA	33	30.6	30.6
	Total	108	100.0	100.0

According to the above table which focused on whether the Lecturers’ Involvement Increased the students’ understanding of the research .10 of (9.3%) participants disagreed that the Lecturers’ Involvement Increased the students’ understanding of the research ,and 39 participants which is 36.1% agreed and indicated the Lecturers’ Involvement Increased the students’ understanding of the research and 33 students representing (30.6 %) strongly agreed that Lecturers’ Involvement Increased the students’ understanding of research. and 26 (24.1%) were neutral. According to the table; the data has revealed that the majority of the students indicated that the Lecturers’ Involvement Increased the students’ understanding of the research.

Table 21: Instructor involvement Stimulated my interest and enthusiasm for the research

		Frequency	Percent	Valid Percent
Valid	SD	7	6.5	6.5
	D	11	10.2	10.2
	N	36	33.3	33.3
	A	30	27.8	27.8
	SA	24	22.2	22.2
	Total	108	100.0	100.0

Participants also were asked whether the lecturers’ involvement Stimulated their interest and enthusiasm for the research, 18 respondents representing 16.7% disagreed whether the Instructor Involvement Stimulated their interest and enthusiasm for the research. 30 of (27.8%) participants agreed Instructor Involvement Stimulated their interest and enthusiasm for the research and 24 which is 22.2% strongly agreed the lecturers’ involvement Stimulated their interest and enthusiasm for the research, and 36 (33.3%) were neutral. According to the table; the data has revealed that the majority of the students indicated that the Lecturers’ Involvement Stimulated their interest and enthusiasm for the research.

Table 22: Lecturers involvement Contributed to the development of my research skills

		Frequency	Percent	Valid Percent
Valid	SD	5	4.6	4.6
	D	12	11.1	11.1
	N	21	19.4	19.4
	A	38	35.2	35.2
	SA	32	29.6	29.6
Total		108	100.0	100.0

Participants were questioned if the Lecturers’ involvement Contributed to the development of students’ research skills hence, 17 participants representing 15.7% were disagreed that the Lecturers’ involvement Contributed to the development of students’ research skills. In contrary to that, 38 of the participants representing 35.2% agreed that the Lecturers’ involvement Contributed to the development of students’ research and 32 which is 29.6% strongly agreed that the Lecturers’ involvement Contributed to the development of students’ research. while 21 participants which is 19.4% of the respondents were remained neutral. So, based on the data, findings showed the majority of the students said that that the Lecturers’ involvement Contributed to the development of their research.

Table 23: lecturers’ involvement motivated me to consider pursuing postgraduate research in the same area

		Frequency	Percent	Valid Percent
Valid	SD	8	7.4	7.4
	D	13	12.0	12.0
	N	23	21.3	21.3
	A	33	30.6	30.6
	SA	31	28.7	28.7
	Total	108	100.0	100.0

According to the above table. 22 which focused on whether the Lecturers’ Involvement lecturers’ involvement motivated the students to consider pursuing postgraduate research in the same area. 8 of (7.4%) participants strongly disagreed that the Lecturers’ Involvement motivated the students to consider pursuing postgraduate research in the same area and 13 participants which is 12% disagreed and indicated the Lecturers’ Involvement

did not motivate the students to consider pursuing postgraduate research in the same area and 33 students representing (30.6 %) agreed that Lecturers' Involvement motivated the students to consider pursuing postgraduate research in the same area and 31 (28.7%) strongly agreed and the remaining 23 representing 21.3% were neutral. So, According to the above table. The data has revealed that the majority of the students indicated that the Lecturers' Involvement motivated the students to consider pursuing postgraduate research in the same area.

6. Conclusions

Measuring students' attitudes towards the research is essential to investigate the interest and attitudes of students towards research. This study has gathered, reported and systematically compared data on undergraduate students' attitude and perception of research at University of Somalia. An analysis of the results of this study confirms the conclusions that the majority of the participants approximately, 80% are of the view that knowledge of research is valuable.

According to the Study, data has revealed that the majority of the students believe that they can benefit from the research Since 42 students representing (38.9%) agreed and 42 (38.9%) participants strongly agreed that the majority of the students believe that they can benefit from the research. findings also showed that majority of the Students like research studying and also conducting research.

From the Study, data has revealed that majority of the participants representing 85.2% agreed that they do not contribute any research paper or other forms of research. According date, this study has revealed that the majority of the students did not act as research assistant. this study showed that majority of the students who are conducting research have problems to see their supervisors which had affected their learning and conducting the research. based on this data, findings showed that majority of the participants said that Lecturers' involvement Increased their understanding of the research subject as well as their awareness of the problems and issues faced in their subject area and also Contributed to the development of their research skills.

7. Recommendations

From the findings and conclusions of the study, the following recommendations are made:

1. Further research activities should be taken to increase undergraduate awareness of research
2. More opportunities to develop research skills must be provided to undergraduates such as seminars and research trainings.
3. Students in the different courses who deal with research procedures and activities should be given content which is relevant to their real needs.
4. Students should engage in strategies focused on real-life experiences aimed at enhancing the natural and meaningful process of research learning such as to contribute any research paper or other forms of research.
5. Lecturers should present contents which focuses on whole ideas and events which are purposeful and replicas of applicable situations in real life.

6. Lecturers (supervisors) should give time for the students who are conducting research and help them to enhance their awareness of the problems and issues faced in their research area.

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