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## Assessing the Reluctance Towards Research: A Case Study on the Students of the University of Chittagong

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### ABSTRACT

The support of India and the Soviet Union was very important in the liberation war in Bangladesh. Why did they support and why did on August 9, 1971, the Foreign Ministers of India and the Union of Soviet Socialist Republics (USSR) signed a treaty of “Peace, Friendship and Cooperation” on the eve of the liberation war in Bangladesh? The present study will investigate these research questions through secondary methods. The study is descriptive, and the study is part of history. For this reason, a historical approach and secondary sources were used. The historical review method has been followed because the study is of contemporary international relations. The historic Indo-Soviet Treaty had an immediate impact on the decisive battle between India and Pakistan in the eastern war theater. This essay deals with the explanation for establishing a treaty that was signed on August 9, 1971, between the Soviet Union and India. A focus has been made on the reasons for India's brightest role in the liberation war in Bangladesh. This paper also highlights that the friendship treaty between these two countries was not signed to help and aid East Pakistan, but its background prevailed in the 1955 Bandung conference and the USSR's involvement in the liberation war of Bangladesh in the context of Soviet-American rivalry during the Cold War. But it was spread out in 1969, and on August 9, 1971, the Foreign Minister of India and the Soviet Union signed the treaty “Peace, Friendship, and Cooperation” at a special moment during the war of 1971.

**Keywords:** Indo-Soviet Friendship Treaty, Soviet Union, U.S.A, Pakistan, India, East Pakistan, Bangladesh, Liberation War, Struggle for Independence, Diplomatic initiatives

### INTRODUCTION

#### Background of The Research

Students show reluctance or a lack of interest when it comes to participating in research activities. Many underlying causes that prevent students from actively participating in research projects can contribute to this reluctance. For educators, managers, and legislators to create measures that encourage a research culture among students, it is essential to comprehend the causes of this resistance. Effective interventions can be developed to support a research-friendly climate inside the institution by identifying the barriers and investigating the attitudes, views, and difficulties faced by students about research. Therefore, the goal of this research study is to evaluate the students at the University of Chittagong's resistance to conducting research. To analyze the causes of this hesitation and gain understanding of the students' perspectives, a thorough case study will be carried out. It plans to analyze the causes of this hesitation and obtain understanding of the students' attitudes, motivations, and obstacles to research by conducting a thorough case study. The results of this survey will be helpful in developing focused measures to increase research involvement and foster a research-oriented mindset among students at the University of Chittagong. The study aims to establish ways to promote a research-oriented environment at the university by focusing on understanding why students at the University of Chittagong show resistance to research.

#### Problem Statement

The University of Chittagong, like many other academic institutions, is concerned about students' aversion to research activities. Despite the importance of research for advancing knowledge and societal progress, students show a lack of motivation and

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participation in research-related activities. This hesitation impedes the development of a research culture within the university and limits students' ability to learn critical research skills. To effectively address this issue, it is critical to identify the underlying elements, attitudes, and problems that lead to student reluctance. This research intends to get a comprehensive knowledge of the causes for the reluctance to conduct research through a case study centered on the University of Chittagong, as well as providing ideas for implementing targeted interventions that build a research-friendly atmosphere.

### **Rationale of the Research**

This research study's target audience includes university administrators, educators, faculty members, students, student organizations, research support offices, and research funding organizations, all of whom have an interest in promoting research culture and active student engagement at the University of Chittagong.

This study intends to provide significant insights into the underlying reasons, attitudes, and obstacles related to students' aversion to research by performing a case study focusing on the University of Chittagong. The study's findings will shed light on the hurdles that students confront and assist in identifying areas where interventions and assistance may be targeted effectively.

This research study will present evidence-based recommendations for establishing a research-friendly culture at the University of Chittagong through a complete investigation of students' perspectives, motivations, and perceptions towards research. The findings of this study can be used to build focused strategies, initiatives, and interventions aimed at cultivating a positive research mindset among students, encouraging active research engagement, and providing them with critical research skills.

Ultimately, the report can help shape policy and development initiatives at the institutional and national levels. The research findings can be used to promote research culture, human resource development, innovation, and economic growth, all of which are critical to the country's overall development and success.

### **Objectives**

The specific objective of the research will be to:

1. To determine students' existing attitudes toward research, such as their willingness to participate in research, their familiarity with research methodologies, and so on.
2. Investigate the research barriers mentioned by the students.
3. Encourage students' involvement in research.

### **LITERATURE REVIEW**

This literature review explores students' reluctance to conduct research at the University of Chittagong. Engagement in research is vital for students' overall growth and knowledge advancement. Various circumstances, however, can lead to a lack of interest in and unwillingness to engage in research activities. The purpose of this study is to explore the available literature on this topic, emphasizing the important elements that influence students' aversion to research and potential solutions. It is important to understand undergraduate students' attitudes towards research and the obstacles they face in conducting research.[1] A positive research experience requires the role of a supervisor and a good relationship with the supervisor. [2] The majority of students cited that lack of time and priorities for conducting research as a result of their compact academic workload. [1] Many students may not fully appreciate the aim and benefits of research. A lack of exposure to research methodology, as well as the absence of explicit guidance, can contribute to a lack of interest.

### **METHODOLOGY**

This is a Mixed-method study on reluctance towards research among students. Convenience and snowball sampling was used in this study. All the data was collected by an online questionnaire survey conducted through Google Forms. A questionnaire was developed based on the comprehensive review of relevant literature and theories, employing a combination of closed-ended and open-ended questions to gather quantitative and qualitative data. The questionnaire was disseminated to the students via different Facebook Page and Groups of students at University of Chittagong, what's app, messenger, and other social platform. All the respondents are students at the University of Chittagong. A pilot test was conducted primarily to ensure the clarity and reliability of the questionnaire.

## Research Findings

The survey respondents consisted of 62% males and 38% females. According to the data analysis, a large proportion of responders (78%) were between the ages of 21 and 23. In addition, 12% of the participants were between the ages of 18 and 20, while the remaining 10% were between the ages of 24 and 26. These results show that young adults, particularly those between the ages of 21 and 23, significantly make up the study population.

The data analysis gives interesting insights into the respondents' future goals. Most of the respondents showed a desire for government and corporate jobs, indicating a preference for solid employment in well-established organizations.

Surprisingly, 20% of students have not made up their minds about their future plans. However, 10% of those who have stated their plans have expressed an interest in entrepreneurship, indicating a desire for self-employment and commercial ventures.

Another interesting statistic is that 10% of respondents want to work as researchers, indicating a preference for intellectual or scientific pursuits.

62% of respondents said they wanted to be researchers, while 38% said they didn't. Further investigation into the causes for the negative responses revealed light on the elements that influenced their decision.

One of the most common reasons given by respondents was academic and financial constraints. They stated that the need to financially support their families forced them to prioritize job prospects above research, as research may not generate enough revenue to maintain their families.

Furthermore, some respondents claimed that their lack of information about the scale of the study field, as well as their concerns about funding challenges, were deterrents. This shows that a lack of information about the potential benefits and drawbacks of research could influence their decision-making process.

44% of the respondents haven't taken any course on research methodology. 56% of the respondents have taken their course, majority of the respondents took the course in their sophomore year/ 3rd semester of their academic journey.

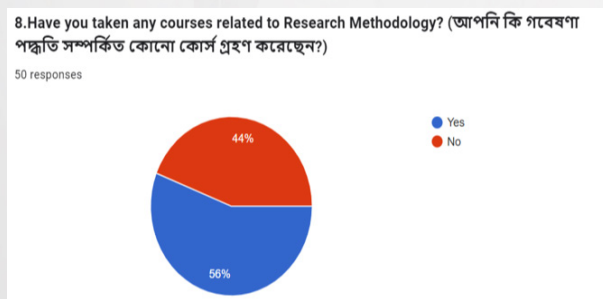


Figure 1: Course on Research Methodology



Figure 2: Involvement in Research work



Figure 3: Experience with research activities

40% of the respondents said they were involved in research. The vast majority (80%) of respondents who participated in research activities did so primarily for data collecting. This shows that among the students polled, data collection is a common and major research activity.

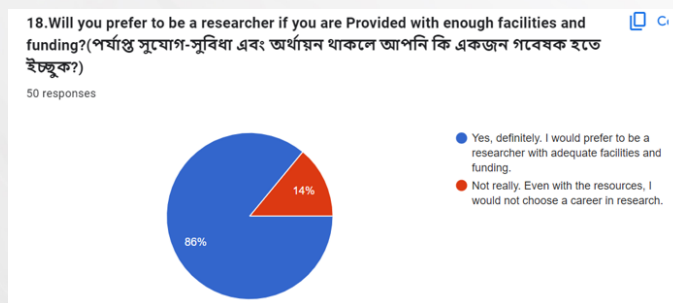
Furthermore, 16% of students reported having completed a thesis as part of their research participation during their graduation. This conclusion focuses on a subset of students who conducted in-depth research, which most likely involved substantial data collecting, analysis, and presentation of their findings.

The remaining students that took part in research activities before graduation did so through literature reviews, data analysis,

and research workshops. These activities demonstrate a broad range of research-related experiences, such as reading current material to inform their research.

The data analysis reveals several barriers identified by students when it comes to conducting research. It's important to note that these barriers were reported based on a multiple-answer question, allowing respondents to choose multiple options. Here's an analysis of the data:

- **Lack of awareness about research:** 40% of the students mentioned this as a barrier. This suggests that a significant portion of students may not have sufficient knowledge or understanding about the research process, which could hinder their engagement in research activities.
- **Insufficient guidance or mentorship:** 46% of the students expressed this as a barrier. The high percentage indicates that a substantial number of students feel the need for more guidance and mentorship to navigate the research process effectively. The lack of proper support and mentorship can impede students' research endeavors.
- **Lack of motivation:** 28% of the students reported a lack of motivation as a barrier. This finding suggests that a significant portion of students may struggle with finding intrinsic motivation to engage in research activities, which can hinder their enthusiasm and commitment towards conducting research.
- **Heavy academic workload:** 26% of the students mentioned a heavy academic workload as a barrier. This indicates that the demanding nature of academic coursework and responsibilities might limit the time and energy available for students to actively participate in research activities.
- **Restriction to research material access:** 44% of the students identified this as a barrier. The high percentage suggests that many students face challenges related to accessing relevant research materials, which could hinder their ability to gather and utilize necessary information for their research projects.
- **Lack of access to respondents:** 20% of the students reported a lack of access to respondents as a barrier. This suggests that a portion of students may face difficulties in finding and engaging with suitable participants for their research studies, potentially limiting their ability to collect data effectively.
- **Respondents' unwillingness to share data:** 18% of the students mentioned this as a barrier. This finding indicates that some students encounter challenges related to obtaining data from respondents, possibly due to a lack of cooperation or willingness to share information.



**Figure 4:** Students' opinion on choosing research as a career

## SUMMARY & DISCUSSION

The data analysis reveals various hurdles to conducting research that students have reported. A lack of information of research, insufficient direction or mentorship, a lack of enthusiasm, a severe academic burden, restrictions on research material access, a lack of access to respondents, and respondents' unwillingness to give data are among the cited impediments. These obstacles make it difficult for students to do research during their academic careers. Addressing these issues necessitates initiatives to raise research awareness, give advice and mentorship, boost motivation, effectively manage academic workload, improve access to research materials, enable participant recruitment, and foster a collaborative research culture. Students can be better supported in their research endeavors and contribute to the growth of knowledge in their particular professions by addressing these barriers.

## Recommendations

- Enhance research awareness programs to educate students about the value and opportunities of research.
- Strengthen mentorship programs to provide guidance and support for students throughout their research journey.

- Foster intrinsic motivation by creating a research-friendly environment that encourages curiosity and autonomy.
- Balance academic workload to allow students dedicated time for research alongside their other responsibilities.
- Improve access to research materials through expanded digital library resources and journal subscriptions.
- Facilitate participant recruitment by establishing platforms and partnerships to connect researchers with potential participants.
- Promote a culture of data sharing to foster collaboration and cumulative knowledge development.
- Foster interdisciplinary research opportunities through interdisciplinary projects, seminars, and cross-disciplinary communication.

## CONCLUSION

This study's findings shed light on the hurdles and challenges that students experience when engaging in research activities. Significant challenges observed included a lack of information of research, insufficient supervision or mentorship, motivation concerns, a severe academic burden, restricted access to research resources, limited access to respondents, and a refusal to share data. To address these challenges and foster a research-friendly environment, it is recommended that research awareness programs be strengthened, mentorship and guidance be strengthened, intrinsic motivation be fostered, academic workloads be balanced, access to research materials be improved, participant recruitment be facilitated, a culture of data sharing be promoted, and interdisciplinary research opportunities be encouraged. Educational institutions can assist students in overcoming obstacles, cultivate a culture of research participation, and stimulate the development of useful research skills.

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