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Analyzing research self-efficacy barriers among students (case study: Agricultural Sciences and Natural Resources University of Khuzestan)

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A B S T R A C T

Conducting research is one of the important and essential processes and skills for students, especially at higher levels, postgraduate studies and it will have a great impact on improving educational processes and expanding scientific services in society. One of the most important factors affecting students' research is their beliefs about their abilities in this field. Research self-efficacy is a significant predictor of research productivity among students and it is confirmed as an important predictor for the stability and academic progress of students. The purpose of this research was to analyze the barriers to research self-efficacy among students using grounded theory. Due to considering the exploratory approach in the analysis of obstacles, a qualitative approach was used. The statistical population of this research was graduate students of Khuzestan University of Agricultural Sciences and Natural Resources. The main method of data collection was semi-structured in-depth interview. After studying and evaluating and receiving the opinions of the consultants, the final interview questions were designed, the initial interview and these interviews continued until data saturation (26 people). Sampling in this method is theoretical sampling and data analysis was done based on the guidelines provided by Strauss and Corbin during three main stages of open coding, axial coding and selective coding. By analyzing the text of the interviews, during open coding 123 conceptual codes were extracted. concepts, during the hierarchy of coding in the basic theory they were categorized in 15 core categories. Causal conditions (person-centered factors, university-centered factors, environment-centered factors), contextual conditions (inside the university, outside the university), intervening conditions (person, university, society), strategy (individual efforts, academic reforms, interaction with technology) and the outcome (individual effects, merit selection, job creation and professional workforce, knowledge expansion) was finalized during coding and presented in the form of a conceptual model.

Keywords: *graduate, research self-efficacy, Graduate students, ground theory.*

Introduction

Research, learning and teaching are among important processes and skills for students, especially students of higher education and play an important role in the betterment of educational processes and expansion of scientific services in the sociality. One of the most significant factors affecting the research conducted by students is their beliefs concerning their abilities. Those students that are uncertain about their abilities in conducting a research and don't believe that practice and effort can lead to success will usually become nervous and feel especially unworthy when being judged. On the other hand, students that believe in their worthcan conduct successful researches and are generally more successful. Research self-efficacy if the people's judgment of their abilities in order to organize and conduct meaningful research in different formats. Research self-efficacy is predictive of a graduate student's interest in conducting empirical research. Therefore, it is logical that students seeking graduate students who possess higher research self-efficacy will be stronger in research and scholarly activities than students at lower levels of research self-efficacy. The purpose of this research was to analyze the barriers to research self-efficacy among students using grounded theory. The importance of conducting this research is that it can answer many of the motivational issues and problems of students in conducting research, and also be of great help to faculty members in identifying the strengths and weaknesses of their students in conducting research.

Methodology

This research falls into the qualitative research category in terms of its approach and uses grounded theory as a method. Grounded theory provides a method and process for analyzing raw data and explaining theories. The statistical population of this study was master's and doctoral students at Agricultural Sciences and Natural Resources University of Khuzestan, and the sampling method was theoretical sampling. Data analysis for this study was conducted according to Strauss and Corbin's guidelines. This method includes three main steps: open coding, axial coding, and selective coding.

Findings

The results showed that among the codes obtained in the first stage (808 codes), 15 codes were defined in the axial coding stage, and the categories extracted from axial coding were placed in five categories including causal conditions, intervening conditions, contextual conditions, strategies, and consequences. In the students' responses, several factors were proposed for causal conditions, each of which in turn is an obstacle to research self-efficacy and prevents its improvement. After examining the students' responses, individual-centered factors, university-centered factors, and environment-centered factors were extracted as the three main inhibitory axes in the field of research self-efficacy. In this research, the background conditions that create the necessary platform to prevent the promotion and strengthening of self-efficacy were divided into two categories, intra-university and extra-university. In the field of research self-efficacy, intervening conditions were divided into two categories: personal and academic. Strategies refer to providing solutions to deal with the phenomenon under study. In this study, three strategies were presented: individual efforts, academic reforms, and interaction with technology. Finally, the outcomes were grouped into four main categories: individual effects, competency selection, job creation and professional workforce, and knowledge expansion.

Conclusion

According to the research results and in order to improve students' research self-efficacy, it is suggested that, in addition to academic training courses, a workshop be held for them to familiarize them with self-efficacy guidelines in postgraduate education, or perhaps it would be better to include this training as a prerequisite course in the students' curriculum at the beginning of their entry into postgraduate education, so that they are equipped with the necessary skills in this field before engaging in specialized courses and at the beginning of their postgraduate education path, so that they can use the opportunities ahead with greater awareness.

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