

Implication of the Attitude towards Research in Occupational Therapy Education

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Introduction: As observed, undergraduate students have either an ambivalent or negatively feelings towards research. Literature has shown that negative attitudes toward research could hinder learning and can cause poor performance. It is from this context that assessing the OT students' attitude towards research is important in innovating instructional techniques that would develop a more positive attitude towards the subject.

Objectives: The study made a cross-sectional analysis on the attitude towards research among the Occupational Therapy students and its implication in instructional planning.

Method: There were 372 OT students who took the self-report Attitude towards Research Scale (Papanastasiou, 2006). Descriptively analysis was made on the overall attitude towards research and its domains – research usefulness, research anxiety, positive attitude, research relevance, and difficulty.

Results: Demographic characteristics showed differences on the students' overall attitude towards research. The majority of the population experienced on research anxiety and difficulty. Results could be used innovating instructional techniques that could help develop a positive attitude towards research and enhance research competencies of OT graduates.

Conclusion: Gender and year level showed the variation on the attitude towards research. Utilization of innovative instructional techniques could help reduce the experience of research anxiety and difficulty.