

## The Relationship between Research Experience and Researcher Spiritually with Research self-efficacy of M.A students of Islamic Azad University in Sari

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### Abstract

The purpose of this research is investigating the relationship between research experience and researcher spirituality with research self-efficacy of M.A. students of Islamic Azad University of Sari. Its implementation method is descriptive and correlational. The statistical population in this research consists of 5112 MA students of Islamic Azad University of Sari in 2017-2018. Out of which, 361 students were randomly selected based on Krejcie and Morgan sampling table and applying stratified sampling method. For data collection, the library and the field method were used. The data collection tool in this research was three researcher-made questionnaire included research experience, research spirituality and research self-efficacy. The content validity of these questionnaires was approved by supervisors, advisors and experts in the field and their reliability was obtained by using Cronbach's alpha coefficient, respectively (83%, 91% and 86%). To analyze the data two statistical methods included descriptive statistics (frequency, indicators mean and standard deviation) and inferential statistics were used (Wilcoxon test non-parametric methods, spearman correlation test, strong regression and structural equation). For analysis, SPSS software and LISREL was used. Findings from the research suggest that the simultaneous relationship was established between the predictor variables and the criterion variable. And also the researcher spirituality had mediator role in relationship between research experiences with research self-efficacy.

**Keywords:** Research Experience, Researcher Spirituality, Research Self-Efficacy, M.A Students.

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### *Introduction*

Research is the progress and development tools of growth of human material and spiritual. Definitely we know that human progress during different periods of history is indebted to research and study (Ford, 2016). By carefully examining the development of human we conclude that human evolution is based on two clear moves in every generation and this display that each generation has two specific responsibilities. First the issue of access to the experiences and thoughts of the past and other issue of innovation add to the previous experience of human that referred to it as research. In fact, the issue of innovation and adding to science is the duty of each human generation (Fayazi, 2001).

The center and the core of any educational system is learners of it, and one of the important and effective activities in higher education is research that has been done by students. So professors are continually training researcher students. One of the issues that is important for professors and scientists is training students who do research and study by themselves (Salehi, 2011). Research in terms of student research, display its main feature in thesis and by selecting this unit, they improve their power of initiative, self-confidence and perseverance and present the results of them by thesis. So, it can be claimed that thesis is the first systematic step in the field of education that students are familiar with (Arimoto et al, 2018).

According to the importance of thesis, for improving the quality of it, we need to study challenges of thesis writing from the perspective of its main producers that is students. This study explains the conditions that exist in thesis writing in order to remove obstacles. The first step to surmount the obstacles and problems is identifying and recognizing them and with the knowledge of them, we can find suitable executive solution. Since there is not a research that display the influence of several factors in this relation in Iran, so it is necessary that pay attention to this work through training (Ismail et al, 2014).

Recognition of research experience of the university's students, as well as identifying the components and the dimensions of the research self-efficacy and also the evaluation of these components in the college students and recognition of the researcher spirituality in students, is an important and significant issue that we hope to be able to help to the university authorities, involved persons in the research affairs and also the higher education system of the country and solve the probably problems that exist in the system of graduate research. Professors with the knowledge of the strengths and weaknesses of research by college students will have better planning to train how to run research (Bakken et al, 2017).

So the importance and necessity of doing this research is that, it can solve most of the motivational problems of students in doing

research and it is also a great help for faculty members to identify the strengths and weaknesses of their student in conducting research. As a result, recognition of research experience and research spirituality and their relationship with research self-efficacy have increased the necessity for improvement of the quantitative and qualitative of research (Meerah, 2015).

Research is one of the necessities of each community and should try in dispelling its obstacles. To remove these obstacles, firstly you must have a complete vision toward research and the researcher in order to adopt appropriate decisions (Caroll, 2017).” Research experience” of Graduate students has a close relationship with the time (Seymour et al, 2014). Because research is an experience that researcher starts it from the initial levels of research and after passing the necessary process and in the course of time, the researcher can achieve the level of experienced researcher by doing the next research (Behzadi, 2008). One of the aspects that should be noticed is paying attention to the problems and researchers issues as one of the key points of the research progress in the society (Sorkhabi and Mozaffari, 2009). You must first have a complete recognition about spiritually and comments of researchers.” Researcher spiritually” as a collection of interpersonal emotional features likes curiosity, perseverance, responsibility and the ability to do group work, leads person in to the challenging situations and until the

discovery of truth keep it stable with scientific manner and by using inner ability. So the persons who have higher researcher spiritually, of course they have higher responsibility for doing works (Shirbeigi and salehi, 2010). One of the underlying mechanisms that can be employed in order to enter decent people to research tasks is that, firstly we should identify the features that a researcher must have for entering to the profession of research and in the next level measure this features in different persons for identification and selection of the suitable people. One of these features is a person’s belief about his ability to conduct a successful research/one of the effective factors on the quality of the human mental and emotional features is the method of judging him about himself and the amount of his performance. This concept is raised as “self-efficacy” in the theory of Bandura (Bandura, 1993). According to the Moghatdery and Refahi,(2011) in the theory of Bandura, the intended purpose of self-efficacy is sense of competence, adequacy and the ability to cope with life. Accomplishing and maintaining the performance criteria, increase the amount of self-efficacy and failing in accomplishing and maintaining the criteria, decrease it. Persons who have lower self-efficacy in doing research, possible to refrain from doing it; but the persons who believe in their ability, probably will participate in research activity (Salehi, 2011).

Many of Graduate students are involved in learning research and do it. So attention to the research that carried out in the country can cause the country's scientific progress in the different scientific fields. With regard to the contents that mentioned, so far any research in this field in the Islamic Azad University of Sari and in the country is not done. So the researcher wants to find that: Is there a relationship between research experience and researcher spiritually with research self-efficacy of M.A student of Islamic Azad University of Sari?

#### *Hypotheses of research*

1. The condition of research experience of students is at a higher level than the average.
2. The condition of researcher spiritually of students is at a higher level than the average.
3. The condition of research self-efficacy of students is at a higher level than the average.
4. There is a relationship between the research experience of students and subsets of research self-efficacy
5. There is a relationship between the researchers spiritually of students with subsets of research self-efficacy
6. There is a relationship between the research experiences of students with subsets of researcher spiritually

The History of the present research is as follows:

Examining the history of research in this topic, a study was not found that directly represent a

relationship between research experience and researcher spiritually with the research self-efficacy of M.A student. Hence there are some research inside and outside the country that have studied desired variable two by two or separately. Here we discuss about the most important research inside the country.

Rezaee et al (2013) in their research with the title "the study of research experiences of Graduate student of Tehran Universities and teacher training with measurement of research experience in six dimensions" reported that students are very satisfied from the expansion of research skills; clarify the targets and criteria, the process evaluation of the thesis and management the thesis but their satisfaction about infrastructure, facility and zeitgeist is moderate.

Also Setayesh (2014) in his thesis with the title "construction and validation scale of research spiritually of high school girl students in Mashhad" identified the characteristics of the research spiritually as curiosity, perseverance in effective solution, the management of compulsive acts, patience, responsibility and the ability to do group work. And these characters can motivate persons for doing more research.

Salehi (2011) in his master thesis titled "checking the relationship between effective factors on research self-efficacy of students and their motivation research through a scientific pattern" the questionnaire was used and results revealed that the research self-efficacy, research

motivation and effective factors on self-efficacy are related to each other two by two and the research motivation is predictable through research self-efficacy and the effective factors on self-efficacy. Shirbeigi and Salehi (2010) in a research under the heading “the relationship between the research self-efficacy and the attitude towards the research” concluded that there is a positive and meaningful relationship between the research self-efficacy and attitude towards research.

Behzadi (2008), in an article titled “study the effective factors on research experiences of M.A student of Ferdowsi University of Mashhad said that one of the main goals of their research is to identify the existing problems in the research experiences of students of Mashhad University. The results show that problems are placed in 9 groups that contain topic selecting, writing the preliminary plan of research, accessing resources, collecting information, the analysis and statistical description of data, writing thesis, lack of time, method of contact with supervisor and the process of administrative departments.

Arimoto et al (2018) in a research with this aim; “survey of doctoral programs in Japan” illustrated that the most of the M.A students have a low assessment of financial resources, substructures and research facilities and human resources.

Taraban and Logue (2018) in a research under the heading “study of the influential academic factors on research experiences of

students” concluded that important achievements of research experiences of students are; the high average, the validity of university, laboratory courses, gender, specialized fields, the frequency of meetings of teachers and group of peers. male students acquired a higher average in the questionnaire of research experience than the female students, also students with average less than medium and students with the moderate participation or less than moderate in the research, after graduating in terms of the research dropped. The benefits of research varies by field of study. Altogether the results of this study showed that students do not profit from doing research.

Abdullah and Evans (2017) in a research titled “the relationship between researches of M.A student with individual features and supervisory training of supervisors” showed that the experience of students in the spread of research skills, supervisor and the aim of the research project of more than average and in terms of substructures and the intellectual atmosphere was average. Also the development of research skills has a meaningful relationship to self-efficacy and the students with high self-efficacy have more positive experience in the field of the development of research skills.

Fouad (2016) in a research entitled “research self-efficacy of M.A students” showed that more than 20 percent of the students in cases such as providing accurate results, using of appropriate

statistical method, formulating hypotheses and questions, using appropriate research methods, using appropriate indicators for the validity and reliability of the data, relationship between the results of research and the results of the previous research conducted from the lower self-efficacy was less than 5 percent in the fields of selecting an appropriate title for the research, writing research restrictions, using the internet and electronic databases in literature review and observing honesty and the observance of the ethical principles.

Hunter et al (2016) in his research study about “the role of research of M.A student on expanding and improving their cognitive, personal and professional skills. This research was presented in four schools of art, a place where professors and students jointly work on a specific project. The information gained from this research was compiled through interviews with professors and students. In this research the idea of students and their teachers were considered in case of achievements of students from the research experience. Some factors studied by him like thinking and practicing as scientists, becoming a scientist, earning individual and professional skills, encouraging students to prepare for entry to the higher levels and developing the skills of students. The results of the study revealed that considerable growth has been created in the intellectual and practical understanding of the college students toward the method of

doing research by scientists, critical thinking skills and the nature of scientific knowledge. And many of students is improved their ability in acquiring knowledge, critical thinking and the creation and shaping of research issues. About the effectiveness of research experience in increasing the interest and desire to go higher sections, both groups of students and professors were being referred to the low importance of it and the practical benefits of research experience in preparing students for activating in the higher grades.

### *Methodology*

This research, in terms of the method of data collection is “descriptive” of the type of “correlation” and in terms of the objective is “operational”. The statistical community that studied in this research is all the M.A students are studying in the Islamic Azad University of Sari in the second half of the school year of 2017-2018 that were 5112 people. The statistical sample size based on the Kerjesi and Morgan’s table and by random sampling method in a class of 361 people was determined. Sampling method is based on the fact that the Islamic Azad University of Sari unit is divided into three faculties, is randomly classified. First, the statistical community based on the faculties and its sub-components was divided into three faculties of humanities, basic sciences and engineering in engineering and medical sciences, and then the ratio of each faculty to society was

determined according to the formula. Data gathering tool In this study, three researcher-made five Likert scale questionnaires were used to investigate the relationship between research experience and researcher's spirit with research self-efficacy. I totally disagree with how to respond to Likert spectrum options, to the very least. Researcher adopted research experience from Behzadi's research experience questionnaire (2008) with 53 items, which has been reduced to 14 questions due to the length of the questionnaire, with the opinion of the supervisor. This questionnaire has 14 grades in seven dimensions; the process of approval of the preliminary plan, thesis (Proposals), Assistant Professor, University Infrastructure and Facilities, Provision of Terms and Conditions. The fields of intellectual growth, skills development, transparency of criteria and goals, and dissertation testing are set. A researcher-made questionnaire from Shirzad's Spirituality Questionnaire (2012) with 30 items has been reduced to 12 items due to the length of the questionnaire with the opinion of the supervisor. This researcher-made questionnaire has 12 items in six dimensions: creative behaviors, critical thinking and problem solving, continuous effort, curiosity and questioning, environmental sensitivity and self-confidence. The researcher-made self-efficacy research questionnaire

was comprised of Salehi's (2012) self-efficacy questionnaire (57 items), which was reduced to 14 questions due to the length of the questionnaire. This questionnaire consists of 14 items in seven dimensions: statistical self-efficacy, self-efficacy in conceptualization, self-efficacy in method and implementation, self-efficacy in qualitative research, self-efficacy of writing, self-efficacy in skills, virtue and ethics. For data collection is used from two methods, library method and field method that is contain three questionnaires of research experience, researcher spiritually and research self-efficacy. Content validity of mentioned questionnaires was estimated by supervisors and consultant and specialists of this field and durability and reliability of them was estimated by Cronbach's alpha coefficient respectively (0/86, 0/91, 0/83). In order to do data analysis, we used two statistical methods that contain descriptive statistics (frequency percentage, indexes of average and standard deviation) and inferential statistics (Nonparametric Wilcoxon test methods, Spearman correlation test, strong regression and structural equation) and for analysis from SPSS and LISREL software was used.

### *Hypotheses Testing*

Descriptive statistics of the data

**Table 1: Reviews of distribution of demographic frequency**

	Demographic	frequency	Frequency percentage
gender	male	178	49/3
	female	83	50/7
The age category	25 years and less	16	4/4
	26_30 years	90	24/9
	31_35 years	113	31/3
	36_40 years	82	22/7
	Top of 40 years	60	16/6
Marital status	singles	95	26/3
	married	266	73/7
Faculty place of study	Human sciences	240	66/5
	Basic sciences and technical engineering	114	31/6
	Medical sciences	7	1/9
	Educational sciences	75	20/78
	psychology	54	14/96
	Accounting and financial management	15	4/16
	Executive management	28	7/76
	State management	20	5/54
	Physical education and sport sciences	9	2/49
	Educational group	Criminal law	23
English language		16	4/43
mathematical		5	1/39
biology		10	2/77
Electronic engineering		21	5/82
Computer engineering		20	5/54
Mechanical engineering		9	2/49
Civil engineering		9	2/49
Agricultural engineering		10	2/77
Architectural engineering		25	6/93
Health services management	7	1/94	

Field of study (faculty of human sciences)	Educational management	42	11/6
	Curriculum management	11	3/0
	Educational planning	11	3/0
	Educational technology	11	3/0
	Clinical psychology	43	11/9
	General psychology	11	3/0
	accounting	15	4/2
	Executive management	28	7/8
	The management of human resources	11	3/0
	Government financial management	9	2/5
	Marketing management in sport	9	2/5
	Criminal low and criminology	23	6/4
	English language teaching	16	4/4
	Math education	5	1/4
	Field of study (faculty of basic sciences and technical engineering sciences )	Physics of solids	5
microbiology		10	2/8
Electronic engineering- power		21	5/8
Computer engineering- software		20	5/5
Mechanical engineering- energy conversion		9	2/5
Agricultural engineering- agricultural training		8	2/2
Civil engineering- construction management		9	2/5
Natural resources engineering-wood industries		2	0/6
Architectural engineering		25	6/9
Health services management		7	1/9
Academic orientation	No orientation	220	60/9
	Rated trend	141	39/1
Research work experience	have	38	10/5
	Haven't	323	89/5
Introduction to research work	free	133	36/8
	organization	228	63/2
Employment situation during education	employed	295	81/7
	Non-employed	66	18/3
Type of employment	Full-time	198	67/1
	Part-time	97	32/9

Scientific degree of supervisor	trainer	0	0/0
	Assistant professor	359	99/4
	Associate professor	1	0/3
	professor	1	0/3
The number of meeting with the supervisor	Once a week	35	9/7
	Twice a week	10	2/8
	Once two weeks	146	40/4
	Once three weeks	128	35/5
	Once a month	42	11/6
Monthly income	Less than 500thousand T	14	3/9
	Between 500thousand_1 million T	48	13/3
	Between 1_1/5 million T	94	26/0
	Between 1/5_2 million T	84	23/3
	more than 2 million T	59	16/3
	I don't have a specific income	62	17/2

**Table 2\_ Reviews of descriptive indicators of research variable**

variable	dimensions	average	Standard deviation
Research experience	1_approval process of preliminary plan of thesis	7/45	1/70
	2_supervisor	8/16	1/34
	3_substructures and university facilities	4/93	2/28
	4_provide the conditions and areas of intellectual growth	5/54	1/62
	5_expand skills	8/05	1/34
	6_transparent criteria and objectives	8/00	1/27
	7_thesis test	7/12	1/95
	Research experience	49/25	6/96
Research self-efficacy	1_statistical and analytical self-efficacy	5/87	1/54
	2_self-efficacy in process of concept	6/64	1/47
	3_self efficacy in method and performance	6/32	2/19
	4_self-efficacy in qualitative research	6/10	1/57
	5_self-efficacy in reporting	6/14	1/68
	6_self-efficacy in skills and ability	6/60	1/85
	7_the ethics	7/00	1/64
	8_research self-efficacy	44/66	7/99

Researcher spiritually	1 creative behavior	6/49	2/05
	2 critical thinking and problem solving	8/06	1/54
	3 continuous efforts	8/85	1/35
	4 curiosity and discussion	7/40	2/00
	5 sensetivity to environment	7/49	2/05
	6 self confidence	8/08	1/77
	7 researcher spiritually	46/38	8/32

The average responses to each of the main variable of research are shown in table 2. The results show that the research experience has the average 49/25, and research self-efficacy 44/66, and the average of researcher spiritually is 46/38.

**Inferential statistics of data**

**hypotheses 1:** the situation of research experience and its components in students are in the higher level than the average.

**Table 3 The results of Wilcoxon test in the first hypothesis**

variable	Viewed middle	Expected middle	Wilcoxon statistics	Amount of probability
1_the process of approval preliminary plan of thesis	7/5	6	46597/5	0/000
2_supervisor	8/0	6	50558/5	0/000
3_substructures and university facilities	5/0	6	12804/0	1/00
4_provide the conditions and areas of intellectual growth	5/5	6	11791/0	1/00
5_expand skills	8	6	55272/5	0/000
6_transparent criteria and objectives	8	6	55264/0	0/000
7_thesis test	7	6	39674/5	0/000
Research experience	49	42	55983/0	0/000

The survey of table 3 show that in the error level 0/05, research experience and all factors of it except (substructures and university facilities and provide the conditions and area of intellectual growth) are higher than average; because the amount of their possibility of unique is less than 0/05. So the assumption of zero for all components of research experience except (substructures and university facilities and

provide the conditions and area of intellectual growth) and the assumption of one is approved and the total score of the research experience rejected. So we can claim that the situation of research experience and its components in point of students in the Islamic Azad University of Sari is higher level than average level.

**hypothesis 2:** researcher spiritually and its components in students are in higher level than average level

**Table 4: The results of Wilcoxon test in second hypothesis**

variable	Viewed middle	Expected middle	Wilcoxon statistics	Amount of probability
1_creative behavior	6/5	6	25426/0	0/000
2_critical thinking and problem solving	8/0	6	51824/5	0/000
3_continuous efforts	9/0	6	60413/0	0/000
4_curiosity and discussion	7/50	6	44543/0	0/000
5_sensetivity to environment	7/50	6	42608/5	0/000
6_self confidence	8/50	6	46462/5	0/000
7_researcher spiritually	47	36	60305/5	0/000

The survey of table 4 showed that in the error level of 0/05 researcher spiritually and all components of it are in the higher level than average level because the amount of their possibility of unique is less than 0/05. . So the assumption of zero for all components of researcher spiritually rejected and the assumption of one is accepted. So

we can claim that the situation of researcher spiritually and its components in point of students in the Islamic Azad University of Sari is higher level than average level.

**hypothesis 3:** the situation of research self-efficacy and its components in students are in the higher level than the average

**Table 5: The results of Wilcoxon test in third hypothesis**

variable	Viewed middle	Expected middle	Wilcoxon statistics	Amount of probability
1_statistical and analytical self-efficacy	6	6	12419/0	0/917
2_self-efficacy in process of concept	6/5	6	28511/5	0/000
3_self efficacy in method and performance	6/5	6	17829/5	0/001
4_self-efficacy in qualitative research	6	6	18046/0	0/187
5_self-efficacy in reporting	6	6	15066/5	0/065
6_self-efficacy in skills and ability	6/5	6	28495/0	0/000
7_the ethics	7	6	29789/0	0/000
8_research self-efficacy	45	42	41442/5	0/000

According to the table 5, the assumption of zero accepted for all components of research spiritually accept statistical and analytical self-efficacy, self-efficacy in qualitative research and self-efficacy in reporting. And total score of research self-efficacy rejected and the assumption of one accepted. So we can claim that the situation of research self-efficacy

and its components in point of students in the Islamic Azad University of Sari is higher level than average level.

**hypothesis 4:** there is a relationship between the research experience of students and research self-efficacy and its components.

**Table 6: Survey of the relationship between the research experience of students and research self-efficacy and its components**

		Research self-efficacy and its components							
The independent variable: research experience		statistical and analytical	Process of concept	Method and performance	qualitative research	reporting	Skills and abilities	ethics	Total research
	R	0/114	0/232	0/317	0/117	0/248	0/159	0/176	0/215
R <sup>2</sup>	0/013	0/054	0/100	0/014	0/062	0/025	0/031	0/046	
N	361	361	361	361	361	361	361	361	361
P	0/031	0/000	0/000	0/027	0/000	0/002	0/001	0/000	

The survey of table 6 shows that relationship of research experience with statistical and analytical self-efficacy is 0/114, concept processing self-efficacy is 0/232, method and performance self-efficacy is 0/317, qualitative research self-efficacy is 0/117, reporting self-efficacy is 0/248,

skills and abilities self-efficacy is 0/159, ethics 0/176 and finally total score of research self-efficacy is 0/215.

**hypothesis 5:** there is a relationship between the researcher spiritually of students and research self-efficacy and its components.

**Table 7: Survey the relationship between research spiritually of students and research self-efficacy and its components**

		Research self-efficacy and its components							
The independent variable: researcher spiritually		statistical and analytical	Process of concept	Method and performance	qualitative research	reporting	Skills and ability	ethics	Total research
	Independent variable: researcher spiritually	R	0/362	0/328	0/420	0/397	0/324	0/381	0/330
	R <sup>2</sup>	0/131	0/108	0/176	0/158	0/105	0/145	0/109	0/285
	N	361	361	361	361	361	361	361	361
	P	0/000	0/000	0/000	0/000	0/000	0/000	0/000	0/000

The survey of table 7 show that the relationship between researcher spiritually and statistical analytical self-efficacy is 0/362, concept processing self-efficacy is 0/328, method and performance self-efficacy is 0/420, qualitative research self-efficacy is 0/397, reporting self-efficacy is 0/324, skills and abilities self-efficacy is

0/381, ethics 0/ 330and finally total score of research self-efficacy is 0/534.

**Hypothesis 6:** there is a relationship between the research experience of students and researcher spiritually and its components.

**Table 8: Survey the relationship between the research experience of students and research spiritually and its components**

		Researcher spiritually and its components						
The independent variable: research experience		Creative behavior	Critical thinking and problem solving	Continuous efforts	Curiosity and discussion	Sensitivity of the environment	Self confidence	Total research
	Independent variable: research experience	R	0/343	0/324	0/293	0/257	0/233	0/208
	R <sup>2</sup>	0/118	0/105	0/086	0/066	0/054	0/043	0/112
	N	361	361	361	361	361	361	361
	P	0/000	0/000	0/000	0/000	0/000	0/000	0/000

The survey of table 8 show that the relationship between research experience and creative behavior is

0/343, critical thinking and problem solving 0/324, continuous efforts 0/293, curiosity and

discussion 0/257, sensitivity to the environment 0/233, self-confidence 0/208, and finally total score of the researcher spiritually is 0/334.

**Main hypothesis:** There is a relationship between research experience and researcher spiritually of student with research self-efficacy.

**Table 9: Concurrent survey of research experience and researcher experience of students with research self-efficacy**

T-Test			Parameter estimation		Wald test			R <sup>2</sup>	Esti	RSE	
P	df	T	Stand ard deviat ion	Coeffic ient model	P	d	statist f ics		M	Hub er	
0/00	358	7/046	2/86	20/21	-	-	-				Fixed amount
0/00	358	4/54	0/05	0/38	0/00	1	6/95	0/51	13/2	1/15	Resear cher spiritua lly
0/00	358	10/29	0/05	0/47	0/00	1	69/53				Resear ch experie nce

The survey of table 9 show that at 0/05 error level by using the parent test of concurrent survey, a relationship has been established between research experience and researcher spiritually of students with research self-efficacy, the estimation of error-index is 1/15 and percent variable variance related to research self-efficacy with two variable contain research experience and researcher spiritually is 50/66 percent. The results of T-Test show that all of the coefficients remain in the model, so it can be concluded that: Research self-efficacy = 20/21+(0/473) research experience+(0/384) researcher spiritually

**Discussion and Conclusion**

Students in top level of graduate studies have important role in the improvement of educational process and scientific services, so obtaining the skills related to the research is very important. The type of student attitude that is based on their beliefs, to guide or escape them in the research field has an important role and can be considered as an important factor (Behzadi, 2008). But the main point is that also research requires training because in fact the research is a technique and has different method that learning and applying them only accomplish with education (Setayesh,2014), but unfortunately research culture is not institutionalized in our

country, in order to use it in the country's development.

In this study, the research experience is in the higher level than average level and the majority of its dimensions were optimal satisfaction and only in the components of substructures and university facilities and provide the conditions and areas of intellectual growth was seen in the average satisfaction and the findings of the research has been supporting the findings of Rezaee et al (2013) that studied about research experience of M.A student of Tehran University and University of Tarbiat Modarres. Reszaee and his partners reported in his study that skills research, clarification of objectives and criteria, the process of assessment of the thesis and supervision of students was satisfying but their satisfaction about substructures and facilities and the intellectual atmosphere was in the average level. Behzadi and Davarpanah (2009), in his study about effective parameters on research experiences of M.A students of University of Shahid Beheshti, said that changes in the educational structure of universities and relationship with research activities are the assumptions of improved quality of research experiences for students. Also the findings of his research has been supported by Carroll's findings (2017), Ismail et al (2014), Ford (2016), Arimoto et al (2017), Abdullah and Evans (2017), and all of them think that substructures and university facilities and provide the conditions and areas of intellectual

growth are the most important factors in the research experience that should improve and develop them.

Other findings of research is the research spiritually that in this research the student spiritually was in the desirable range although creative behavior is placed in the lower level in comparison with other components, the results were supported by research findings of Shirbeigi and Salehi (2010) so that the existence of curiosity, persistence in effective problem solving, management, patience, responsibility, ability to do group work, all these elements can increase the motivation and moral of the person for doing more research.

In third hypothesis of research, the survey in the situation of research self-efficacy of M.A student of Islamic Azad University of Sari showed that statistical and analytical self-efficacy, self-efficacy in qualitative research and reporting self-efficacy has been low among students and findings of research support the results of Meerah (2015) that demonstrated in his study, research methods skills, statistical analysis in students was at a low level. Also the research results of this hypothesis supported the results of Foad's research (2016). He claimed in his study that research self-efficacy of M.A student in the fields like: providing accurate results, using the exact statistical methods, formulating hypotheses and questions, using appropriate research methods, using appropriate indicators for the

validity and reliability of the data, communicating the results of research with the results of previous researches have lower self-efficacy.

In surveying the relationship between the student research experiences and research self-efficacy and its components, a significant positive correlation was observed that the results of research were supported with similar research in this subject. Abdullah and Evans (2017) in a research showed that the development of research skills has a significant relationship with self-efficacy and students with high self-efficacy have more positive experience in the field of development of research skills. Bakken et al (2017) examined the effects of the educational environment on the self-efficacy of students and reported a positive and significant correlation so that learning experiences was reported as one of the effective factors of research self-efficacy and students that have passed short term research courses, have the higher self-efficacy.

In surveying the relationship between the student researcher spiritually and research self-efficacy and its components, a significant positive correlation was observed that the results of research which was supported with similar researches in this subject, Salehi (2011) in results of his findings showed that research self-efficacy, research motivation and its components have correlation to self-efficacy two by two and research motivation is predictable

by research self-efficacy and effective factors on it. Also Shirbeigi and Salehi (2010) in a research with title "relationship between research self-efficacy and attitude toward research" concluded that there is a significant and positive correlation between research self-efficacy and attitude toward research that support research findings. Seymour et al (2014) in stating his results said that people who know themselves valuable, have higher self-efficacy and more optimum performance, and people who don't know themselves valuable, accept defeat and help to reduce the level of their self-efficacy.

In surveying the relationship between the research experience and researcher spiritually and its components, a significant positive correlation was observed that the results of research were supported with similar research in this subject. Gomez et al (2015) in a research demonstrated that masters' behavior and support create the motivation for doing research and frequency, quality and the solidity of the interactions between students and professors have a significant impact on the growth and intellectual development of students. Seymour et al (2014) and Hunter et al (2016) studied about advantages of research experience separately and understood that research has many benefits for students.

From other research findings we can refer to the significant and positive correlation between research experience and researcher spiritually with the research self-

efficacy that was not found in explaining the findings related to the relevance between study variables of similar research.

Suggested that in order to do regular assessments of the students research experience, the completion of the research experience questionnaire is required for all M.A students and with upgrading self-esteem, strengthening the spirit of flexibility of the criticism, strengthen creativity in the field of research, strengthen the critical thinking and problem solving between students, a partial view and curiosity between students in research lead to the promotion of the research spiritually, forming and participating the students in workshops of thesis writing and essay writing are effective for the promotion of the students self-efficacy and also the creation and expansion of a strong academic and professional relationship between one of the faculty members of the university and students. It is proposed that the effective factors in the strengthening and weakening of researcher spiritually must be identified. Since most of the responders were not satisfied from the university facilities, in order to have a better understanding of the defects and existing deficiencies, a research is done in this field. Also a research in the same way should be implemented in other academic units and its results should be compared with the present research.

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