Research Article

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Research Training: Research Attitudes and Skills in Public Management Students from a Peruvian University

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Abstract

Research has consolidated itself as a key element in the advancement of science and academic development, while simultaneously emerging as a transcendental activity that enables, among other achievements, the attainment of professional degrees and titles. This study examines the relationship between research skills and attitude towards research. The design was non-experimental, applied to a probabilistic sample of 240 students. Two questionnaires were utilized to assess attitudes and research skills. A highly significant positive correlation was found through the statistical procedure Rho Spearman = 0.594 and p-value 0.001. These results corroborated previous studies that outline significantly associated factors, confirming that the importance of research skills is necessary and part of an appropriate attitude towards research that facilitates the development of skills applicable in academic, personal, and professional spheres. Research activity is essential for the growth of critical and highly capable individuals, capable of significantly enhancing their performance in various activities.

Keywords: *research skills; attitudes towards research; master's degree students; public management; academic training; research skills; research competences*

1. Introduction

Conducting research has become a pressing need (Loayza, 2021) in the current context and a requirement in the academic field, in that sense, the publication of the findings derived from the research activity, is crucial to obtain recognition in the academic and professional field, however, the research practice should be initiated from basic education and improved in higher education with the contribution of teachers (Barrios et al., 2020) who will contribute with research competencies for the development of educational institutions (Dávila et al., 2022), therefore, it is important to progressively strengthen the skills during undergraduate and graduate training (Álvarez- Coronel et al. (2022) by identifying those facilitating factors and obstacles that impede their development (López et al., 2019). As pointed out by Álvarez-Ochoa et al. (2022) the challenge of contemporary universities is to prepare students for successful achievement in the face of the problems that arise in today's society (Guamán et al., 2020), consequently, Obermeier (2018) indicated that research activity should be systematic and a fundamental process for university training, requiring for its success to be rigorous and excellent, this requires motivation towards the achievement of clear objectives.

In the Master's Degree in Public Management where this research is contextualized, the acquisition of research competences is relevant, in order to obtain topics to be developed that respond creatively and with sensitivity to social problems (Berrocal et al... 2022), 2022), as these should be closely linked to the lines and themes in order to obtain new approaches in the identification of problems, strengthening their skills and attitudes in the field of research (Díaz and Cardoza, 2021), considering that the main problem for master's degree students is the selection of the topic, which is sometimes related to inadequate levels of research skills, making this activity complex (Serrano, 2022). Therefore, the training and development of research skills is necessary because it represents not only a substantive activity of the university, but also contributes an important function for professional success in line with technical-scientific demands (Berrocal, et al., 2022).

On the other hand, Vargas et al. (2022) mention that it is necessary to develop a positive attitude towards research, in order to understand effective didactic and pedagogical processes that contribute to linking the teacher with the student with the same purpose, which brings science and research closer to a reflective attitude towards problems linked to effective solutions, thus avoiding falling into the vicious circle of only doing research to achieve an academic degree, as has been happening in the Peruvian reality and with research work..

It is important to bear in mind that one of the greatest challenges within the research process in the Master's Degree in Public Management is focused on **the identification of the topic to be studied**, making it a complicated activity for the student and the teacher, so the attitude adopted by the researcher is crucial to shape their ideas, as stated by Gisbert and Chaparro (2020) students must be receptive, self- critical and turn existing weaknesses into aspects for improvement, a negative attitude could translate into a lack of interest in understanding the method, because it impacts on the presentation of low quality products, so it is essential that the researcher has prior knowledge or interest in the topic being investigated, since it is essential to address a variety of sources of classified information to achieve the great leap of turning an idea into a title with topics that have scientific backing.

The attitude of the researcher plays a crucial role in conducting high-impact research, as it must be oriented towards the search for specialized literature in order to broaden their perspective on the topic at hand linked to government entities in the present case study, it being essential to recognise that the greatest proportion of qualities that contribute to positive research activity will depend on the degree of attitude that can be learned, developed and improved; therefore, having a positive attitude is fundamental to being a good researcher (Gisbert and Chaparro, 2020).

Another essential attitude for researchers is related to their commitment to seeking the truth, since it is important that researchers strive to provide answers to the right questions or questions posed, maintaining a critical and analytical attitude to problem solving in the public sector, according to Olivera (2020) it is essential that this position is strengthened with the acquisition of knowledge,

According to Olivera (2020), it is essential that this stance is strengthened by the acquisition of knowledge, which will enable specific objectives to be prioritized in order to improve the existing deficit in terms of training researchers in the classroom, with the aim of enhancing their competences, while always maintaining humility in the face of the debate that their topic of study may generate, as this will enable them to receive constructive criticism that will help them to improve and perfect their research practice. In this way, researchers will be able to advance in the achievement of valuable and relevant results for the scientific community and the sector that has been selected for analysis.

According to Quezada et al. (2019), there are several standardized scales that measure a researcher's attitudes, which can be applied anywhere in the world and include elements such as affective, behavioral and cognitive, which have a significant impact on the research process. In particular, it has been observed that the affective component has an impact of 90%, while the behavioral and cognitive component have impacts of 85% and 87%, respectively. It is essential that researchers are aware of the scopes and how these can influence their research practice, in order to improve their performance and achieve relevant and valuable results in their research.

Barrios et al. (2020) highlighted the importance of developing a positive attitude towards research in order to advance the field of knowledge and suggest new directions through understanding the limitations and gaps that could be identified. In short, the attitudes mentioned above are essential for researchers to develop the necessary competences in the field of research, which in turn will enable them to achieve optimal and efficient performance in their area of specialization. These attitudes are also transversal and must be cultivated throughout the professional specialization at the Graduate School in order to develop skills that are not only acquired through experience, but can also be learned and developed through education and training. Therefore, the aim of this research is as follows:

To determine the extent to which attitudes towards research are linked to research skills and to each of its dimensions (self-assessment, faculty impact and institutional impact).

2. Theoretical Framework

2.1 Attitude towards research

From the moment that children start with questions and that these allow them to make new discoveries within their environment, in this sense, teachers are called to keep alive the curiosity of their students at all levels of education, using as strategies active listening and debate (Nasrullah, et al., 2021) to convert research as a necessary axis for academic training at all levels of education, thus obtaining the necessary resources to enhance their attitude towards research (Salaiza and Joya, 2022). Students with better attitudes achieve better results because they feel motivated to develop their activities in a more conscious way that allows them to transform knowledge, therefore, attitude is linked to affective elements that contribute to the willingness of students to complete tasks, it has similar characteristics to knowledge (Liu et al., 2024). The relevance of the research attitude in professional academic training is of vital importance, as it allows the development of skills to identify problems and propose solutions through the application of acquired knowledge, in addition to the conviction of the students and the experience in which they participate, which can often generate misconceptions of research that should be warned by the advisor (Vieno et al., 2021). Although the Graduate School promotes a research culture within the courses of the curriculum of the Master's in Public Management, it is important to carry out activities that allow students and teachers to have a proactive attitude towards the challenges that arise in their work environment, encouraging creativity, critical thinking and the use of appropriate methodologies for the generation of new knowledge, the publication of which ensures the improvement of attitudes (Paterson, 2024).

The authors Romaní and Gutiérrez (2022) highlighted that the existence of barriers and motivations that higher education students could experience about research are: satisfaction with the

methodological strategy, scientific interest and perception during or after the accompaniment, considering that research knowledge and skills are important for excellent professionals to develop scientific competencies. While Álvarez- Ochoa et al. (2022) pointed out that conducting research facilitates the development of competencies in students, because certain necessary aspects must be considered such as: the search for reliable information, use of statistical methods, writing skills and scientific dissemination, in this sense, it is necessary to evaluate the best strategies according to the academic challenges that may arise to strengthen knowledge, skills and research skills to be able to develop high-impact studies, Funnier (2024) specifies that attitudes comprise the first factor to take into account and subsequently the prepositions. In Latin America, there is still limited information on the effects of curricular strategies for developing research competencies, although progress is slow. Therefore, it is relevant to analyze the motivations and barriers perceived by students who participate in research course activities within the framework of a curricular strategy

designed for that purpose.

Rocha et al. (2022) argued that, in Latin American countries, there are very low rates of investment in scientific and technological research, as well as the absence of adequate national policies and poor training of human potential for research, which could be explained by the Theory of Planned Behavior, since "attitudes, control beliefs, and subjective norms about inclusive education significantly influence intentions and behaviors" (Yang et al., 2024). This is reflected in the low scientific production of students in Latin America. Furthermore, in universities in the region, only 50% of students have a favorable attitude towards research and this attitude is complemented by the skills of teachers. Therefore, there are a series of challenges and opportunities for research and the training of researchers, allowing us to identify effective strategies to promote research in students at all levels, linked to the implementation of policies, as well as national programs that can contribute to overcoming current limitations, in such a way that progress can be made in the development of science and technology. Ultimately, the importance of the attitude towards research allows us to find effective solutions and promote scientific development in the regions.

The researcher's attitude plays a crucial role in carrying out high-impact research. It is linked to educational practices (Basarkod et al., 2024). It is oriented towards the search for specialized literature in order to broaden their perspective on the topic of study. However, Khuram (2024) states that a collaborative research culture is more likely to develop attitudes. In the Peruvian context, a favorable attitude towards research should be encouraged among higher education students, and the development of solid research skills should be promoted from the beginning of their academic training. In this way, the human potential for research can be strengthened and new knowledge can be generated that contributes to the sustainable development of the country. From the position of Palacios (2021), the attitude towards research is favored by teaching competence in the training of students, which implies that teachers must act as mentors, in such a way that constant feedback can be offered to stimulate the capacity and curiosity for research in their students, being necessary to enhance in students the capacity for innovation and creativity as well as the ability to challenge established paradigms, instead of being simply passive recipients of knowledge but being creative and possessing the research capacity.

This approach to student training through teaching competence is an excellent strategy that fosters interest and the ability to research, enhancing innovation, creativity and the ability to promote a more active education that is oriented towards problem- solving, which is essential for today's society, helping to train students with a research and critical mindset, capable of generating knowledge and useful solutions for their environment. Ortega et al. (2018) pointed out that the main perceptions and attitudes towards scientific research must be analyzed from three aspects: the institutional aspect, the training and motivations of the students, where 90% of the students indicated that having developed research skills would help them effectively in the workplace and of these, 80% are motivated to participate in research groups. Antúnez and Veytia (2020) mentioned that the aforementioned aspects contribute greatly to the development of investigative skills through the use of technological tools that are based on skills, attitudes and abilities that allow the

understanding of more complex problems that are attributed to lifelong learning, thereby achieving autonomous learning that becomes more relevant with the promotion of the use of technology Investigative skills

The development of research skills allows obtaining skills for the generation of new knowledge, which is why there is a need to carry out measurements that allow obtaining the levels associated with the capacities that are acquired during the academic training process that requires techniques and instruments developed for this purpose (Ipanaqué, et al., 2023). According to the authors Hernández et al. (2019), 76% of the research is focused on competency-based training that includes research as a fundamental axis, because scientific research allows to continuously improve the processes of searching for excellence in different areas. In practice, formative research produces three types of results: a) formative research as preparation for research; b) formative research as an improvement of learning through research; and c) formative research as a research activity of teachers and students (EpiQuién et al., 2023). Research culture is necessary in various fields, and should be promoted within the study plans to encourage the specialization of professionals capable of facing current and future challenges effectively. In this sense, it is important that academic programs incorporate research as an integral part of student training to develop research skills and promote scientific culture in society. EpiQuién et al. (2023) also pointed out that it is necessary to develop basic, intermediate and advanced skills in the process of developing skills, to demonstrate critical, analytical and investigative thinking by identifying problematic situations. Therefore, Guamán et al. (2020) pointed out that in the field of research, skills such as: "Skills, behaviors, aptitudes, knowledge and the development of investigative and innovative capacity that transforms information into knowledge, values and behaviors to be demonstrated in social performance" (p. 83) should be articulated.

The authors Vera et al. (2018) stated that research skills are necessary for the training of excellent professionals, these skills have an impact on having professionals who remain at the forefront of their field of development, considering that those who manage to get involved with their development are more efficient and manage to have a better quality of life.

It is crucial to highlight that, in order to achieve efficient and competitive performance in the labor market to promote the development of science and technology. Therefore, the motivation to generate strategies to overcome the limitations that exist in the research training of students arises. Álvarez-Coronel et al. (2022) highlighted that the formative research of students constitutes an important axis that complements the teaching-learning process for the achievement of research practice, integrating aspects such as: analysis of various sources, compilation, processing and creativity in order to build knowledge that is relevant to the field of professional and social development that allows solving diverse problems in economic, political, scientific, among other fields.

Vélez et al. (2022) highlighted that teaching strategies for the development of research skills have been addressed in various studies at both theoretical and practical levels, finding theoretical references with greater predominance, although it is at the practical level where the need for their intervention is evident because teaching strategies allow the development of research skills, finding a diversity of teaching strategies such as problem-based learning (PBL), case studies, collaborative work, field study, ethnography, multi-method, virtual or technological strategies, among others, which are used in a limited way by teachers, tutors or mentors. Therefore, many times the lack of theoretical references limits the development of research skills and, consequently, for the advancement of science it is important to integrate didactic strategies that contribute to the achievement of the development of research skills, and thus assess areas of opportunity in terms of emerging needs that arise in the university context, from a constructivist perspective, the growth of students in order to demonstrate research skills and quality metrics as a result of the learning that is intended to be achieved in their professional development (Medina et al. 2022), while Dávila et al. (2022) asserted that research skills are made up of a series of systematic activities that are carried out simultaneously, associated with problem-solving, therefore, it is of vital importance that research

activity is encouraged and promoted for the development of science.

It is definitely important for academic programs to incorporate research as an integral part of students' training and specialization to develop research skills to foster scientific culture in society, Salmento et al. (2021) emphasize the importance of research skills as a vital component of scientific thinking. Other aspects of the theory included critical thinking skills, epistemological understanding (the ability to understand the nature and sources of knowledge), evidence-based reasoning, and contextual understanding (the ability to contextualize knowledge).

Based on the above, Berrocal et al. (2022) stated that Peruvian universities have developed a curricular structure focused on research, increasing the courses focused on research training, with the aim of ensuring that both teachers and future graduates are trained to develop research. It is necessary to evaluate the level of commitment of students to research, that is, how much they are involved in the research processes in which they participate and what is their attitude towards research.

Yangali et al. (2020) stated that, within the social framework of Peru, there is a strengthening of the research culture and the development of research skills. This has generated a re-evaluation of research policies, based on the policies for ensuring the quality of higher university education, established by the Ministry of Education as the governing body, and the National Superintendence of Higher University Education (SUNEDU), which is responsible for licensing universities that meet the basic quality conditions.

This has led to a re-evaluation of research policies, which should be oriented towards ensuring the quality of higher education. This approach represents a unique opportunity for the development and growth of research culture in Peru, as it promotes the training of qualified researchers who can contribute significantly to the advancement of science and technology in the country.

It is essential that future researchers take these changes into account to develop research skills and competencies, in order to contribute to the progress and well-being of Peruvian society. Rueda et al. (2022) argued that, in the development of research skills in students at a Peruvian university, 55.30% have a low level of these skills, while 36.05% have a medium level and only 8.64% have a high level. Therefore, strengthening research skills, knowledge and scientific practices used in the academic field is essential to prepare students for their professional careers, which will later allow them to more easily complement specialized postgraduate studies, considering the promotion of critical thinking and self-learning and information skills. This will allow training students with research skills and will also contribute to their professional performance.

The characterization of the level of research skills in Peruvian university students shows a worrying lack of development of these skills, which indicates a clear need for strengthening in this area. This fact is important because the development of research skills is essential for the training of competent and critical students, capable of carrying out quality research and contributing to the advancement of knowledge in their area of study. Therefore, a more rigorous and effective teaching approach is required to improve the training of students in this area, thus contributing to the development of more qualified professionals in research.

The study by López et al. (2019) allowed us to know the facilitating factors and barriers that prevent the development of scientific research. To have successful research, the key is to have a positive attitude. The index towards the attitude towards research and their willingness to graduate by thesis is very low, due to the lack of skills that prevent understanding how research should be developed. In this sense, Obermeier (2018) stated that students prefer to graduate by other modalities, leaving aside the preparation of the thesis, due to various factors, one of them being the discrepancy between the trust that students have for their advisory professors since those surveyed considered that 63.16% of students indicated that their professors are poorly trained and only 36.84% have a favorable acceptance rate.

Developing investigative skills allows students to become more competent. By interacting daily with various situations within the work and personal environment, they face different problems for which different solutions are required. Therefore, according to what Rodríguez and Concepción

(2022) point out, a competent person can assume functional behaviors for the development of tasks, recognizing the diversity of each individual within the complex world of competencies, in order to provide effective solutions in complex situations.

For their part, Díaz and Cardoza (2021) pointed out that in order to acquire research skills, it is essential that the student has the mental disposition for learning. Therefore, their attitude also plays a necessary role. Another important factor is the motivation linked to critical thinking. This attitude is necessary and is learned, it is not innate, since it involves a training process.

One of the main challenges is the fear of students in proposing ideas and selecting appropriate topics, which must be supported by a relevant bibliography. In addition, a standardization of criteria by advisors is required to guide the development of research courses, as well as to establish clear requirements to be able to enroll in these courses, so as to avoid having poorly trained students with deficiencies in the development of research skills, which generates an academic overload that can affect their performance.

The possible consequences of identifying the problems related to the topic to be addressed would be the following:

1. Fear of research courses, since being a very complex process makes it difficult to understand and to truly use what should be associated with this type of specialty.
2. Little interest in what is being investigated, only mechanical results lacking value and contribution to the area of specialty will be obtained.
3. Lack of knowledge of reliable databases, the student who cannot find a bibliography tends to be discouraged from developing his research because when comparing himself with others who do find information, he tends to become frustrated.

Good academic performance will lead to better professionals who are fully committed to the development of their current and future research, for this it is important to: Explain what is the influence of the attitude towards scientific research for the development of research skills.

The foundations that support this research are based on the studies of Hernández et al. (2019) who identified two critical factors for the success of research training: the way in which the researcher is trained and his or her ability to adequately analyze current problematic contexts and their relationship with observable reality. Consequently, research practice requires a great effort in the acquisition of specialized knowledge in various fields, in which critical thinking and reflection are frequently used, these aspects being fundamental for the knowledge of the scientific method. Also highlighted, as an external factor that contributes to research skills, are publications that demonstrate field activities, with an interdisciplinary approach, since they provide valuable data for students, academics and other professionals, and also invite job opportunities. collaborative (Chozo, 2024).

The general question is then established: How do attitudes affect research skills in Public Management students at a Peruvian University?

This research is justified under two important aspects: The first is to show the current situation of the students, in order to make the necessary adjustments within the institution's study program in order to propose a series of measures to prepare students before being able to enroll in research courses, taking into account prerequisites that lead to making the most of the topics addressed and as a second point, it is convenient for the institution to develop research that has as its purpose the solution of problems within an area of development of the specialty, which allows obtaining pragmatic and methodological benefits that finally become the object of dissemination of systematized knowledge

3. Method

This research is fundamental since it is based on existing theories about the discovery of research skills and their relationship with the attitude toward scientific research (Arias, 2021). To collect numerical data, two questionnaires designed to obtain quantitative information were used. These

questionnaires focused on analyzing various dimensions of the attitude toward research (self-assessment, faculty influence, and institutional influence), for which 17 items were created. Regarding the second variable, dimensions such as skills to formulate the problematic situation, skills to develop the methodological framework and skills for diagramming formats were explored through formal aspects, with a total of 19 items. Both instruments used Likert-type scales to evaluate response. Regarding the research design, a non-experimental design of descriptive correlational causal or ex post facto level was carried out, with the aim of analyzing the relationship between the research variables (Mías, 2018) in a population of students that were considered to be those who registered their thesis plans at the Graduate School in the Master's Degree in Public Management (638 students), after applying the formula for finite samples through probabilistic sampling in which all elements of the population had the same probability of being selected (Hernández and Mendoza, 2018), allowing to obtain 240 students for data collection for the application of surveys.

Two questionnaires were designed for data collection. The first one referred to the Attitude towards research adapted from the authors Rojas et al. (2012) who evaluated the index referred to the variable in mention (IAI), as well as its dimensions: Self-Assessment (IAE); Incidence of Professors (IP) and Institutional Incidence (IINT) which include 17 items that were adapted for the context analyzed and scales from "Strongly Disagree to Strongly Agree".

The second variable Research skills was evaluated by means of three dimensions: Problem statement, methodology and formal elements, considering some criteria described by the authors Hornero et al. (2022) adapting the items for a correct measurement with the scales from "Never to always".

Both instruments were validated by expert judgment, obtaining the opinion as "Applicable". Being supported by the reliability values after data processing and using statistical procedures such as Cronbach's Alpha, as shown in the following Table:

Table 1: Reliability data regarding attitude towards research and research skills

Elements analyzed	Coefficients
Attitude towards research	0.914
Self-assessment –IAE	0.794
Incidence of teachers -IP	0.870
Institutional incidence -IINT	0.849
Research skills	0.947
Describe the problem	0.866
Design the methodological framework	0.925
Formal aspects	0.860

Note: Results obtained from the survey of graduate students

Then they were organized with frequency distributions, *normality test, Spearman's Rho*, among others (Reyes, 2016). The procedures were designed based on the observed context and the main factors were broken down to allow for better inference from the data. The copyright of all sources consulted to support the claims presented in this article was taken into consideration, thus ensuring its veracity and neutrality.

4. Results

In accordance with the research objective which was: "To determine to what extent the attitude towards research is related to research skills in students of the Master's degree in Public Management at a private university in Peru" the following results have been obtained:

Table 2: Age of respondents

Rango	F	%
23 - 36	97	40%
37 - 49	118	49%
50 - 63	25	10%
Total	240	100%

Note: Results obtained from the survey of graduate students

Table 2 shows a diversity of ages within the postgraduate university context, where 40% are between 26 and 36 years old, 49% are between 37 and 49 years old and 10% are between 50 and 63%. This reflects the diversity of ages of the people who are pursuing master's degrees, whose research training will generate favorable impacts on public management, considering that more analytical people will generate innovations to generate public policy, considering that decisions should be based on evidence according to the operational areas where these officials work. Furthermore, considering that there are people with more experience, the energy of young people can be combined with the vast experience of the 10% of respondents in order to prepare future leaders who can better face the challenges of the sectors.

Table 3: Age of respondents

	F	%
Female	94	39%
Male	146	61%
Total	240	100%

Note: Results obtained from the survey of graduate students

Table 3 shows that the participation of women is in line with higher education training, although it would be convenient to have a greater participation, according to the existing gender gaps in the sector, since it is important to take into account different positions with respect to the female voices that contribute greatly to public management.

Table 4: *Type of employment institution of respondents*

	F	%
Public	152	63%
Private	62	26%
Self-employed	19	8%
Not currently employed	7	3%
Total	240	100%

Note: Results obtained from the survey of graduate students

Table 4 shows that most of the students work in public institutions (63%), which contributes to the fact that the knowledge taught can be applied within the institutions where they work, in addition to assuming certain challenges that the sectors may face, so that the training can be developed in a theoretical and practical manner. However, having different profiles, considering people who work in private entities (26%), independent (8%) and those who do not work (3%), also provides an important background, since they can complement each other through the interaction of experiences in the public and private spheres, generating a holistic approach to solving problems and making public management more inclusive

Table 5: Analysis of attitude towards research and research skills

Attitude towards research	Investigative skills			
	Basic	Intermediate	Advanced	Total
Low	0.0 %	0.8 %	0.4 %	1.3 %
Fair	0.4 %	32.1 %	17.9 %	50.4 %
High	0.0 %	9.6 %	38.8 %	48.3 %
Total	**0.4 %**	**42.5 %**	**57.1 %**	**100.0 %**

Note: Results obtained from the survey of graduate students

In Table 5, it can be seen that 48.3% of students have a "High" attitude toward research, which is interesting in terms of achievements for the institution that is the subject of this study. It has been shown that studying for a master's degree has improved their perception of this subject, which for many is a real challenge due to the difficulty in channeling their ideas and expressing them in their thesis project. In addition, it is necessary to highlight that 50.4% are at a "Regular" level. The task with these students focuses on personalized support. Only 1.3% indicate having a "Low" attitude. It is important to continue reducing this perspective to obtain substantial improvements, since 57.1% have advanced research skills, 42.5% intermediate and only 0.4% basic. The strongest intersection points are given in relation to the 38.8% of "High" level with respect to the two variables and regular 32.1%. Therefore, these findings highlight the relationship between research attitudes and skills and are useful results for the design of programs that associate both variables in order to enhance the prior training with which students come to graduate programs. It is important to link attitudes with competencies because these have the purpose of transforming knowledge, values and behaviors that materialize in the interaction with specific areas of performance. This means that it is not enough to simply acquire knowledge, but also to introduce it into their professional practice and be able to generate valuable contributions within their area of performance.

Table 6: Normality tests

Variables and dimensions Estadistic	Kolmogorov-Smirnov[a] gl		Sig.
Attitude towards research	,090	240	,000
Self-assessment –IAE	,102	240	,000
Incidence of teachers -IP	,139	240	,000
Institutional incidence -IINT	,129	240	,000
Research skills	,153	240	,000
Describe the problem	,153	240	,000
Design the methodological framework	,209	240	,000
Formal aspects	,241	240	,000
Note: Lilliefors significance correction			

According to Table 6, it can be seen that the data obtained do not have a normal distribution, considering that the p-value is less than 0.05, therefore, to verify the hypothesis, the Rho Spearman correlation procedure is appropriate because none of the elements analyzed follows a normal distribution. (Vara, 2010, p.388). Based on this, two formulations were made, one of correlation and another of linear regression, in order to confirm the existence of an influence between the variables investigated.

In Table 6, it can be observed that, according to what Hernández and Mendoza (2018) point out, the correlation values are within the moderate level scale, since the values of the correlation coefficient are within the range of 0.4 to 0.6), the highest incidence is the dimension of faculty incidence with a higher correlation that indicates the importance of advisory teachers for the success

in the development of research projects. The lowest correlation that could be identified is that of Institutional Incidence with a coefficient R = 0.419.

To confirm the level of incidence, the regression model analysis was carried out, where it was obtained that the values of p < 0.001 have confirmed that the attitude towards research has a direct impact on the development of research skills, as well as for each of the dimensions analyzed that are detailed in the following table:

Table 7: Correlations with inferential testing tests

Variables/ Dimensions	Proced.	Attitude towards research	Self-assessment	Influence of teachers	Institutional influence	Research skills
Attitude towards research	Rho de Spearman	—	0.869	0.863	0.810	0.594
	valor p	—	< .001	< .001	< .001	< .001
Self-assessment	Rho de Spearman	0.869	—	0.665	0.556	0.564
	valor p	< .001	—	< .001	< .001	< .001
Influence of teachers	Rho de Spearman	0.863	0.665	—	0.608	0.609
	valor p	< .001	< .001	—	< .001	< .001
Institutional influence	Rho de Spearman	0.810	0.556	0.608	—	0.419
	valor p	< .001	< .001	< .001	—	< .001
Researh Skills	Rho de Spearman	0.594	0.564	0.609	0.419	—
	valor p	< .001	< .001	< .001	< .001	—

Note: Results obtained from the survey of graduate students

Table 8: *Linear regression model coefficients - Research skills*

Model Fit Measures		
Model	**R**	**R^2**
1	0.440	0.194

Model Coefficients - Research Skills				
Predictor	**Estimator**	**EE**	**t**	**p**
Constant	41.62	2.701	15.41	< .001
Institutional incidence	1.11	0.147	7.56	< .001

Predictor	**Estimator**	**EE**	**t**	**p**
Constant	29.205	2.8247	10.3	< .001
Attitude towards research	0.62	0.0532	11.6	< .001
Constant	36.11	2.393	15.1	< .001
Self-assessment	1.43	0.132	10.9	< .001
Constant	33.27	2.791	11.9	< .001

Predictor	Estimator	EE	t	p
Incidence of teachers	1.73	0.167	10.3	< .001
Constant	41.62	2.701	15.41	< .001
Institutional incidence	1.11	0.147	7.56	< .001

Note: Results obtained from the survey of graduate students

5. Discussion and Conclusions

This section focuses on analyzing the results of the relationship between attitude toward research and research skills, as well as the importance of associating research processes (Barrios et al., 2020). To address these results in a clear and structured way, the discussion section is divided into several sections that reinforce the main objective: To determine to what extent the attitude towards research is related to research skills in students of the Master's degree in Public Management at a private university in Peru, with a view to solving social problems (Berrocal et al., 2022).

The results of this study show a positive relationship between the attitude towards research and the development of research skills in university students, since a highly significant positive correlation was found through the statistical procedure Rho Spearman = 0.594 and p-value 0.001, considering that research training is a crucial aspect for the academic and professional development of students, as well as essential for the production of new theories (Loayza, 202; Chozo, 2024), revealing that the importance of fostering a positive attitude towards research allows enhancing the research skills of students in this area of study, in this sense, Álvarez-Coronel et al (2022) revealed that to strengthen research skills, integrate research practice to build knowledge, hence university teachers are responsible for strengthening competencies of this nature to contribute to educational institutions (Dávila et al., 2022). These findings are consistent with those reported in previous studies, such as that of Rodríguez et al. (2019) and Díaz and Cardoza, (2021) who also found a significant association between these variables in similar samples. Additionally, Salaiza and Joya (2022) reported that the relationship between these variables is mediated by motivational factors, which were not evaluated in the present study. When comparing the findings of this study with previous research, it is observed that the scientific literature supports the idea that the attitude toward research is closely related to the research skills of students. For example, Vieno, et. al (2021) found that students with a proactive attitude toward research showed a greater development of analysis and synthesis skills. Similarly, in a study conducted by Ipanaqué et al. (2023), they demonstrated that intrinsic motivation toward research was positively associated with the ability to formulate hypotheses and design effective research methodologies. However, understanding the causes and barriers that limit research helps to strengthen the investigative attitude (Lopez, 2019; Romaní & Gutiérrez, 2022; Paterson et al., 2024).

In contrast, research such as Serrano's (2022) warns that a passive or disinterested attitude towards research can limit the development of research skills in students and this can be seen in the development of classes (Basarkod et al., 2024). Likewise, Nasrullah, et al. (2021; Vélez, et al., 2022) have highlighted the importance of promoting a culture of curiosity and perseverance in students to enhance their information-seeking skills, critical analysis, attitudes and skills that allow them to face more complex challenges as a result of developing autonomous learning, making use of new technologies and academic writing (Antúnez and Veytia, 2020; Junnier, 2024) based on adequate training in scientific research with a view to the foundation of a knowledge society (Olivera, 2020).

The scientific literature supports the idea that the attitude toward research plays a fundamental role in the development of research skills in students. Therefore, it is crucial that educational institutions foster a positive research culture among students to enhance their academic and professional training in this field. However, Obermeier (2018) concluded that developing a research culture is a complicated task, because many times it is not known which methodologies will allow them to be applied to various areas of knowledge due to failures in basic training and lack of training in this field of development. The development of research skills is a crucial part that allows the

incorporation of new knowledge for everyday use (Alvarez-Ochoa, 2022). However, Quezada (2019) presents a finding that students consider dedicating themselves to research (Quezada, 2019). Within Table 1, it was evident that 48.3% show a "High" attitude toward research, which highlights the achievement that the institution has been making, while 50.4% require that advisory teachers provide them with individualized advice. The research skills that were most frequently evident were: advanced in 57.1% and intermediate in 42.5%; therefore, developing both variables and relating them is essential for students to successfully develop their research plans. Gisbert and Chaparro (2020) pointed out that successful research occurs when there is a high sense of leadership and adequate planning that leads to the generation of research competencies with a high level of criticality, complexity and generation of updated knowledge (Yangali et al., 2020), which is complemented by the understanding of the procedure to develop research, search skills, attitudes and values (Rueda et al., 2022). According to the study by researchers Rocha et al. (2022) In Latin American countries there are very low rates of investment in scientific and technological research, as well as the absence of adequate national policies and poor training of human potential for research. This is reflected in the low scientific production in students at the Latin American level, since in universities in the region, only 50% of students have a favorable attitude towards research and this attitude is complemented by the skills of teachers and collaborative work (Vargas et al., 2022; Epiquien et al., 2023; Khuram, 2024), given that in order to strengthen research activity it is necessary for those responsible for teaching research courses to constantly train themselves by motivating their students to turn research into a necessity, making all those interested in having a successful career in the workplace accustomed to research, always being open to criticism, self-criticism and continuous improvement (Hernández et al., 2019). Therefore, the teacher's research competence enhances the attitude towards research, since it boosts potential and becomes the starting point for research (Palacios, 2021).

An important limitation of this work is its cross-sectional design, which prevents establishing causal relationships between the variables. In addition, the sample consisted only of students from one university, which limits the generalization of the results. Future studies should use longitudinal designs and larger and more diverse samples to deepen the understanding of this relationship. (Ortega, 2018; Pérez and Barroso, 2017) added that some of the areas that require attention will allow for improving project presentation skills. Presentation skills and increasing student participation in scientific outreach events to become an active researcher. It is important to recognize the limitations of this research, to understand the usefulness of the theory of planned behavior with respect to students and teachers (Yang et al., 2024). Barriers such as lack of interest in the subject, little training in research, and lack of confidence in advisory professors hinder the development of research, the need to rethink the professional profile and even some curricular content (Berrocal et al., 2022). These aspects must be addressed to overcome the limitations identified in attention to aspects such as critical thinking skills, epistemic understanding and evidence-based reasoning and contextual understanding (Salmento et al., 2021).

In conclusion, the results suggest that promoting a positive attitude towards research could be an effective strategy to encourage the development of research skills in university students considering the theory of scientific thinking in higher education (Salmento et al., 2021). It is recommended to implement intervention programs that work in this sense, evaluating their impact through experimental studies. Additionally, it is suggested to explore the role of other variables, such as motivation and institutional support, in the relationship between attitude and research skills. Therefore, it was determined that there is a high association between the **attitude towards research** and the **development of research skills**. The correlation results obtained were (Rho = 0.594, p. 0.001), which indicates the existence of a positive correlation between the study variables, this has important implications for the development of educational strategies that promote interest and training in research, with a focus on student satisfaction to improve scientific interest and perception during or after the accompaniment, taking into consideration the knowledge and skills in research in the academic field of higher education (Vera, et al., 2021).

Likewise, it was determined that **self-assessment** is positively related **to research skills** in

students of the Master's degree in Public Management (Rho = 0.564,

p. 0.001), taking into account that the way of self-assessment is aligned with the development of skills that each person must have to differentiate themselves from the rest, the efficient development of functions guarantees having excellent professionals. It was also determined that the **incidence of the teaching** staff is positively related to **research skills** in students of the Master's degree in Public Management of a private university in Peru (Rho = 0.609, p. 0.001), taking into account that the advisory teachers have a direct interrelation, sharing knowledge, tools and their experience to achieve the development of research plans.

Likewise, it was determined that **institutional incidence** is positively related to **research skills** in students of the Master's Degree in Public Management at a private university in Peru (Rho = 419, p. 0.001); however, it is the lowest result of the correlation index, which, although important, does not have a greater incidence, unlike the first two dimensions. Finally, the results of this research have shown that there is a high incidence of research attitudes toward the development of research skills and the promotion of research. It is necessary to focus learning centered on different learning styles in attention to the theory of knowledge (Liu et al., 2024) to encourage participation in relevant studies. The significant correlation between attitude towards research and research skills emphasizes the need to provide adequate tools to researchers, including aspects such as self-perception and the influence of teachers.

6. Final Thoughts

To formulate policies from knowing the reality, this is achieved through research, in that sense, universities should work closely with government officials or agencies in research projects where students are involved for the achievement of specific skills. Considering that scientific writing, data collection techniques and analysis are essential for an effective research development according to the investigated problem

It is important to develop mentoring for researchers; this implies dedication, support and use of resources, therefore, it is necessary to offer certain incentives and recognition to those graduate students who wish to participate in the development of research projects in order to develop research skills that contribute to having more capable professionals.

Research training is relevant in the context of master's degrees in public management, since those currently studying for a master's degree can match the energy of young people with that of older and more experienced ones, in order to facilitate future leaders who, take advantage of the lessons learned in the classroom and shape their initiatives based on evidence and appropriate methods. Many professionals who study in these master's programs work in their area and thus achieve practical solutions to various problems in the field of public management without neglecting the participation of women, which is very important, and it is necessary to narrow the gender gap. In this regard, it is suggested that programs be promoted to stimulate positive attitudes towards research, including seminars, workshops and practical activities to foster positive attitudes towards research.

7. CRediT Author Contribution Statement

Gloria Cleopatra Rojas Cangahuala: Writing, proofreading and editing, writing original drafts, Translation.

Pedro Alfonso Velásquez Tapullima: Writing, revising and editing, Methodology, Research.

Gina Fernanda López Orozco: Writing, Methodology, Research, original drafts.

Nataly Díaz Vásquez: Compilation of sources, revision and editing, original drafts.

Mario Edgart Chura Alegre: Research and compilation of sources, original drafts.

Felipa Elvira Muñoz Ccuro: Writing, revising and editing, Writing original drafts, Project administration and supervision, Methodology, Research, Results, Discussion, Conclusions.

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