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Influence of Research Training Environment on Research Interest in Graduate students.

Introduction

Research training environment (RTE) was a theory that at the beginning was concentrated on the development of students in counseling psychology in order to implant attitude toward research in the students in graduate schools (Gelso, 1979). Yet, this theory is still required more further studies owing to the utmost benefits in usage. According to related literature review from the past to the present, RTE has long standing in the psychological field, which improved the research interest in students, yet the study of RTE in the educational field still limited. Therefore the present study were 1) to develop and validate a causal model of RTE and 2) to test the mediating effects of research outcome expectations and research self-efficacy between research training environment and research interest.

Methods

The questionnaire were translated and adapted from previous studies. Samples of the study consisted of 138 graduate students in the faculty of education, a national research university of Thailand. Structural equation modeling with maximum likelihood estimation was used to validate the research training environment model. Various tests were employed to examine the indirect effects in the model.

The researcher conducted model goodness of fit statistics according to West Taylor and Wu (2012) consideration on followings: $\chi^2$, root mean square error of approximation (RMSEA), comparative fit index (CFI) and Tucker-Lewis index (TLI), and root mean square residual (RMR).

Results

The model was fitted to the data well (chi square = 24.292, df = 19, $p = 0.185$, CFI = 0.989, TLI = 0.978, RMR = 0.042, RMSEA = 0.045). The direct effect analysis revealed that there were 6 effect paths and 4 paths of them were statically significant at .05. Moreover, RTE gave direct effects to research outcome expectations and research self-efficacy was statically significant at .001 with path coefficient at .514 and .387 respectively without direct effects toward research interest. Next, Endogenous variable research self-efficacy directly affected to research interest was statistically significant at .001 and path coefficient at .268 without significance to research interest. Also, Endogenous variable research outcome expectations directly affected to research interest statistically significant at .001 and path coefficient at .656 without significance to research interest. Indirect effect testings were consistent among Sobel, Aroian, and Goodman which were the research self-efficacy and research outcome expectations mediated the relationship between the research training environment and research interest.

Conclusion

The research training environment was the important theory that support in development students being interested in the educational field, likewise psychological field. Such variable affected on research interest. Even though it was not direct effect, it was indirect effects to research outcome expectations and research self-efficacy. Both 2 mediating variables were psychological characteristic variables that were too difficult to direct develop which procedural development was required. Consequently, the outstanding point of research training environment theory was the theory mainly based on process and high objectivity.

References
