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ATTITUDE TOWARDS STATISTICS AMONG THE PH.D RESEARCH SCHOLARS IN HUMANITIES AND SOCIAL SCIENCES OF NORTH-EAST INDIA

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Abstract
In the present study, it aimed to study the attitude towards Statistics among Research Scholars across different disciplines of North East Indian Universities. Keeping in view the essence of the present study, Attitude Towards Statistics scale has been employed as a tool for the purpose of collection of data. However, three main dimensions of attitude towards Statistics scale includes such as Affect on Statistics, Cognitive Competence on Statistics and Difficulty in Statistics. Moreover, percentage analysis has been applied through SPSS. Based on the findings of the study, it is evident that in terms of attitude towards Statistics most of the research scholars belonging to different four disciplines such as (Economics, Education, Political Science and Geography) from different eight universities (GU, NEHU, Mizoram University, Manipur University, RGU, NU, TU and SU) of North-East India have shown a low attitude in terms of affect on Statistics. However, it showed a high attitude on cognitive competence and it showed a low attitude in terms of difficulty in Statistics. It is thus obvious from the findings that majority of the research scholars showed low attitude towards Statistics.
Keywords: *Attitude, Statistics, Research Scholars, Humanities, North-East India*

1. Introduction

(a) Meaning of Attitude towards statistics

Attitude refers to any person's belief concerning to a specific object or a thing and towards a certain phenomena. It always holds either positively, negatively or neutral element which creates a tendency to react in a particular direction. It varies from person to person. Thurstone (1946) has defined attitude as the sum total of man's inclinations and feelings, prejudice or bias, pre-conceived notions ideas, fears threats and other any specific topic.

So, Attitude towards statistic involves one's personal attribute to react either positively or negatively towards learning of statistics. Attitude towards statistics has been defined by different Researchers but there is not any exact definition of it. According to Gopal L, Sali m N R and Ayub A F M (2018), Attitude towards statistics are commonly defined as multidimensional concept representing students' tendency to respond positively or negatively to the learning aspects of statistics. Attitude towards statistics is a disposition to respond favorably or unfavorably to objects, situations, or people related to statistics learning (Schau & Del-1995).

(b) **Characteristics of attitude towards statistics**

Attitude towards Statistics involves of the following characteristics:

(i) **Value**: It involves Value or importance of statistics hold by the research scholars .

(ii) **Motivation**: It involves motivation for adapting a positive attitude towards statistics

(iii) **Confidence:** It also involves gaining a confidential outlook in order to develop a positive attitude towards statistics.

(iv) **Interest**: It involves the positive mind-set to be involved by the research scholars in statistics.

(v) **Anxiety**: Anxiety holds the negative mind-set of the research scholars in statistics.

Our attitude basically depends on the way how we think and feel about a certain object. So, positive attitude can be enhanced through various ways and means such as thinking critically about a certain problems oriented, to overcome the statistical anxiety, building confidence, etc.

(c) **Types of attitude towards statistics**

(i) Affective: It involves behavioural expressions such as emotions and feelings towards statistics.

(ii) Cognitive: It involves belief or opinion shared by the subject or an individual towards statistics.

(iii) Conative: It refers to inclination of an action towards statistics.

(iv)Evaluative: It refers to response of the subject either positively or negatively towards statistics.

(d) **Dimensions of attitude towards statistics**

Attitude towards statistics involves of the following dimensions:

(i) Positive Attitude: Positive Attitude refers to a favorable consideration about a certain things. It includes likings and disliking of statistical techniques in research.

(ii) Negative Attitude: Negative Attitude refers to unfavorable consideration about a certain things. It tends to avoid or ignore the things if a person feels difficulty in handling with statistical techniques of statistics in research.

(iii) Neutral Attitude: Neutral attitude refers to negligence about the problem oriented of any situation. It neither reflects to positive nor to the negative aspects of statistics in research.

2. **Objectives of the study**

The objectives of the study are as follows:

- To study the attitude towards Statistics among Research Scholars across different disciplines of different eight Universities of North-East India.

3. **Delimitations of the study**

1. The study is limited to only eight different government Universities of North-East India.

2. The study is limited to only four different disciplines of humanities and social sciences of different eight universities of North-East India.

4. **Population and Sample of the study**

As per the topic of the study, the total population of the study includes 1807 Research Scholars belonging to different disciplines and different universities of North-East India. However, the researcher has applied simple random sampling method for study where the eight government universities have been selected as a sample for the study including one university from each of the sates of North-East India viz; Gauhati University from Assam, 2. NEHU from Meghalaya, 3. Mizoram University from Mizoram, 4. Manipur University from Manipur, 5. Rajiv Gandhi University from Arunachal Pradesh, 6. Nagaland University from Nagaland, 7. Tripura University from Tripura and 8. Sikkim University from Sikkim belonging to different Humanities and Social Sciences disciplines of North-East India. The sample comprised of 314 Research Scholars from all the selected disciplines and Universities of North-East India.

5. **Methodology**

The present study is based on descriptive analytical method which is exploratory in its nature. In the present study, it aimed to study the attitude towards Statistics among Research Scholars across different disciplines of North East Indian Universities. Keeping in view the essence of the present study, Attitude Towards Statistics scale has been employed as a tool for the purpose of collection of data. However, three main dimensions of attitude towards Statistics scale includes such as Affect on Statistics, Cognitive Competence on Statistics and Difficulty in Statistics. Moreover, percentage analysis has been applied through SPSS.

6. **Analysis and Interpretations**

The analysis of the following tables 1.1, 1.2 and 1.3 represents detail percentage analysis of the scores on attitude towards Statistics belonging to different Universities such as Gauhati University, North-Eastern Hill University (N.E.H.U), Mizoram University, Manipur University, Rajiv Gandhi University, Nagaland University, Tripura University and Sikkim University, belonging to different disciplines viz; Economics, Education, Political Science, Geography and gender groups.

Dimension-wise Analysis

Table 1.1

Affect on Statistics

		Q. i	Q. ii	Q. iii	Q. iv	Q. v	Q. vi
Criterion Variable	Scale	I like learning statistics.	I used to feel insecure while solving statistical problems.	I get frustrated with my statistical performance in statistics exam	I feel more stress during statistics classes.	I could concentrate in statistics classes during my course work.	I am scared of statistics course that's why I feel distress in attending

							statistics classes.
Institution							
Gauhati University	5	2	8	17	12	7	14
		0.6%	2.6%	5.4%	3.8%	2.2%	4.5%
	4	41	15	11	11	18	9
		13.1%	4.8%	3.5%	3.5%	5.7%	2.9%
	3	2	8	4	7	12	12
		0.6%	2.6%	1.3%	2.2%	3.8%	3.8%
	2	1	15	14	15	7	9
		0.3%	4.8%	4.5%	4.8%	2.2%	2.9%
	1	4	4	4	5	6	6
		1.3%	1.3%	1.3%	1.6%	1.9%	1.9%
NEHU	5	18	3.8%	23	12	12	14
		5.7%	12	7.3%	3.8%	3.8%	4.5%
	4	7	6.7%	8	11	15	9
		2.2%	21	2.5%	3.5%	4.8%	2.9%
	3	8	6	12	7	11	6
		2.5%	1.9%	3.8%	2.2%	3.5%	1.9%
	2	5	9	6	15	6	11
		1.6%	2.9%	1.9%	4.8%	1.9%	3.5%
	1	12	1	1	3	6	3
		3.8%	0.3%	0.3%	1.0%	1.9%	1.0%
Mizoram University	5	10	9	10	54	6	10
		3.2	2.9%	3.2%	3.6%	1.9%	3.2%
	4	7	8	8	15	11	6
		2.2%	2.6%	2.5%	4.8%	3.5%	1.9%
	3	3	5	3	8	7	6
		1.0%	1.6%	1.0%	2.5%	2.2%	1.9%
	2	7	7	10	7	5	8
		2.2%	2.2%	3.2%	2.2%	1.6%	2.5%
	1	6	4	2	6	4	3
		1.9%	1.3%	0.6%	1.9%	1.3%	1.0%
	5	6	6	10	7	5	5
		1.9	1.9%	3.2%	22%	1.6%	1.6%
	4	5	8	7	8	11	8
		1.6%	2.6%	2.2%	2.5%	3.5%	2.5%
	3	5	4	12	5	4	6

Manipur University		1.6%	1.3%8	3.8%	1.6%	1.3%	1.9%
	2	7	102.6%	6	7	5	7
		2.2%	3.2%	1.9%	2.2%	1.6%	2.2%
	1	7	2	4	3	5	4
		2.2%	0.6%	1.3%	1.0%	1.6%	1.3%
Rajiv Gandhi University	5	15	14	14	9	11	10
		4.8%	4.5%	4.5%	2.9%	3.5%	3.2%
	4	14	11	9	14	13	11
		4.5%	3.5%	2.9%	4.5%	4.1%	3.5%
	3	4	4	4	4	6	6
		1.3%	1.3%	1.3%	1.3%	1.9%	1.9%
	2	5	10	9	9	7	10
		1.6%	3.2%	2.9%	2.9%	2.2%	3.2%
	1	3	2	3	5	4	4
		1.0%	0.6%	1.0%	1.6%	1.3%	1.3%
Nagaland University	5	2	8	14	10	7	11
		0.6%	2.6%	4.5%	3.2%	2.2%	3.5%
	4	36	13	9	12	15	10
		11.5%	4.2%	2.9%	3.8%	4.8%	3.2%
	3	2	4	4	5	6	6
		0.6%	1.3%	1.3%	1.6%	1.9%	1.9%
	2	0	11	9	8	6	9
		0.0%	3.5%	2.9%	2.5%	1.9%	2.9%
	1	0	4	4	5	6	4
		0.0%	1.3%	1.3%	1.6%	1.9%	1.3%
Tripura University	5	10	6	12	13	4	8
		3.2%	1.9%	3.8%	4.1%	1.3%	2.5%
	4	4	12	8	3	6	2
		1.3	3.8%	2.5%	1.0%	1.9%	0.6%
	3	3	6	5	7	12	10
		1.0	1.9%	1.6%	2.2%	3.8%	3.2%
	2	2	6	5	5	4	7
		0.6%	1.9%	1.6%	1.6%	1.3%	2.2%
	1	11	0	0	2	4	3
		3.5%	0.0%	0.0%	0.6%	1.3%	1.0%
	5	11	8	16	15	6	13
		3.5	2.6%	5.1%	4.8%	1.9%	4.1%
	4	7	12	10	6	15	5
		2.2%	3.8%	3.2%	1.9%	4.8%	1.6%

Sikkim University	3	8	9	6	8	10	9
		2.5%	2.9%	1.9%	2.5%	3.2%	2.9%
	2	5	11	7	8	4	9
		1.6%	3.5%	2.2%	2.5%	1.3%	2.9
	1	9	0	1	3	5	4
		2.9%	0.0%	0.3%	1.0%	1.6%	1.3%
Economics	5	14	20	33	29	13	32
		4.5%	6.4%	10.5%	9.2%	4.1%	10.2%
	4	33	26	16	23	31	13
		10.5%	8.3%	5.1%	7.3%	9.9%	4.1%
	3	7	11	12	9	19	15
		2.2%	3.5%	3.8%	2.9%	6.1%	4.8%
	2	10	19	15	13	9	18
		3.2%	6.1%	4.8%	4.1%	2.9%	5.7%
	1	17	4	5	7	9	3
		5.4%	1.3%	1.6%	2.2%	2.9%	1.0%
Education	5	16	18	29	19	12	18
		5.1%	5.8%	9.2%	6.1%	3.8%	5.7%
	4	38	22	17	22	29	20
		12.1%	7.0%	5.4%	7.0%	9.2%	6.4%
	3	9	15	11	14	17	18
		2.9%	4.8%	3.5%	4.5%	5.4%	5.7%
	2	12	26	26	24	18	20
		3.8%%	8.3%	8.3%	7.6%	5.7%	6.4%
	1	15	9	7	11	14	14
		4.8%	2.9%	2.2%	3.5%	4.5%	4.5%
Political Science	5	15	15	24	19	16	25
		4.8%	4.8%	7.6%	6.1%	5.1%	8.0%
	4	27	28	17	22	25	13
		8.6%	8.9%	5.4%	7.0%	8.0%	4.1%
	3	11	10	9	10	15	13
		3.5%	3.2%	2.9%	3.2%	4.8%	4.1%
	2	6	15	9	14	5	12
		1.9%	4.8%	2.9%	4.5%	1.6%	3.8%
	1	9	0	4	3	7	5
		2.9%	0.0%	1.3%	1.0%	2.2%	1.6%
	5	29	18	24	23	17	17
		9.2%	5.8%	76%	7.3%	5.4%	5.4%
	4	23	24	20	14	19	14

		7.3%	7.7%	6.4%	4.6%	6.1%	4.5%
Geography	3	8	10	12	13	17	15
		2.5%	3.2%	3.8%	4.1%	5.4%	4.8%
	2	4	19	16	14	12	20
		1.3%	6.1%	5.1%	4.5%	3.8%	6.4%
	1	11	4	3	11	10	9
		3.5%	1.3%	1.0%	3.5	3.2%	2.9%
	5	42	38	54	47	26	48
		13.4%	12.1%	17.2%	15.0%	8.3%	15.3%
	4	45	46	34	36	51	26
		14.3%	14.7%	10.8%	11,5%	16.2%	8.3%
Male	3	20	26	25	25	34	30
		6.4%	8.3%	8.0%	8.0%	10.8%	9.6%
	2	16	37	30	30	15	35
		5.1%	11%	9.6%	9.6%	4.8%	11.1%
	1	27	2	7	12	24	11
		8.6%	0.6%	2.2%	3.8%	7.6%	3.5%
	5	32	33	61	43	26	44
		10.2%	10.5%	19.4%	13.7%	8.3%	14.0%
	4	76	54	36	45	51	34
		24.2%	17.3%	11.5%	14.3%	16.2%	10.8%
Female	3	15	20	19	21	34	31
		4.8%	6.4%	6.1%	6.7%	10.8%	9.9%
	2	16	42	36	35	29	35
		5.1%	13.4%	11.5%	11.1%	9.2%	11.1%
	1	25	15	12	20	16	20
		8.0%	4.8%	3.8%	6.4%	5.1%	6.4%

A. **Affect on statistics.**

From the above table 1.1, it is revealed that most of the research scholars from all types of institutions, disciplines and gender groups have responded that they do not like learning statistics. It is reported that they used to feel secure while solving statistical problems. It is further reported that most of the research scholars used to get frustrated with their statistical performance during the exam. It is also revealed that they used to feel more stress during statistics classes. It is further reflected that most of the research scholars from all types of institutions, disciplines and gender groups could not concentrate in statistics classes during their course work. Moreover, most of the research scholars were scared of statistics course and for that specific reason they felt distress in attending statistics classes.

Table 1.2

Cognitive Competence on Statistics

		Q. vii	Q. viii	Q. ix	Q. x	Q. xi	Q. xii
Criterion Variable	Scale	I have an interest to understand the statistical concepts.	I am very poor in statistical analysis techniques.	I used to make a lot of calculation errors in statistics.	I possess ability to understand most of the statistical ideas.	I feel easy to understand equations related to statistics.	I have forgotten most of the statistical techniques and formulas whichever I learnt during my coursework.
Institution							
Gauhati University	5	2	6	15	18	13	6
		0.6%	1.9%	4.8%	5.7%	4.1%	1.9%
	4	41	6	1	9	13	16
		13.1%	1.9%	0.3%	2.9%	4.1%	5.1%
	3	2	8	22	0	7	21
		0.6%	2.5%	7.0%	0.0%	2,2%	6.7%
	2	1	25	8	6	15	5
		0.3%	8.0%	2.5%	1.9%	4.8%	1.6%
	1	4	5	4	17	2	2
		1.3%	1.6%	1.3%	5.4%	0.6%	0.6%
NEHU	5	18	12	24	15	17	14
		5.7%	3.8%	7.6%	4.8%	5.4%	4.5%
	4	7	10	7	10	12	20
		2.2%	3.2%	2.2%	3.2%	3.8%	6.4%
	3	8	12	11	9	10	11
		2.5%	3.8%	3.5%	2.9%	3.2%	3.5%
	2	5	14	5	2	8	3
		1.6%	4.5%	1.6%	0.6%	2.5%	1.0%
	1	12	2	3	14	3	2
		3.8%	0.5%	1.0%	4.5%	1.0%	0.6%
	5	10	7	10	14	7	6
		3.2%	2.2%	3.2%	4.5%	2.2%	1.9%
	4	7	2	1	4	10	12
		2.2%	0.6%	0.3%	1.3%	3.2%	3.8%

Mizoram University	3	3	6	14	1	5	10
		1.0%	1.9%	4.5%	0.3%	1.6%	3.2%
	2	7	15	5	3	10	3
		2.2%	4.8%	1.6%	1.0%	3.2%	1.0%
	1	6	3	3	11	1	2
		1.9%	1.0%	1.0%	3.5%	0.3%	0.6%
Manipur University	5	6	3	7	8	6	3
		1.9%	1.0%	2.2%	2.5%	1.9%	1.0%
	4	5	2	0	5	7	9
		1.6%	0.6%	0.0%	1.6%	2.2%	2.9%
	3	5	5	14	0	5	13
		1.6%	1.6%	4.5%	0.0%	1.6%	4.1%
	2	7	16	5	5	10	4
		2.2%	5.1%	1.6%	1.6%	3.2%	1.3%
	1	7	4	4	12	2	1
		2.2%	1.3%	1.3%	3.8%	0.6%	0.3%
Rajiv Gandhi University	5	15	8	14	15	10	8
		4.8%	2.5%	4.5%	4.8%	3.2%	2.5%
	4	14	6	4	6	13	17
		4.5%	1.9%	1.3%	1.9%	4.1%	5.4%8
	3	4	7	14	6	7	10
		1.3%	2.2%	4.5%	1.9%	2.2%	3.2%
	2	5	17	4	2	9	3
		1.6%	5.4%	1.3%	0.6%	2.9%	1.0%
	1	3	3	5	12	2	3
		1.0%	1.0%	1.6%	3.8%	0.6%	1.0%
Nagaland University	5	2	8	13	15	11	5
		0.6%	2.5%	4.1%	4.8%	3.5%	1.6%
	4	36	4	1	6	9	13
		11.5%	1.3%	0.3%	1.9%	2.9%	4.1%
	3	2	6	15	0	6	15
		0.6%	1.9%	4.8%	0.0%	1.9%	4.8%
	2	0	17	7	6	12	5
		0.0%	5.4%	2.2%	1.9%	3.8%	1.6%
	1	0	5	4	13	2	2
		0.0%	1.6%	1.3%	4.1%	0.6%	0.6%
	5	10	3	10	6	6	8
		3.2%	1.0%	3.2%	1.9%	1.9%	2.5%
	4	4	2	1	3	6	10

Tripura University		1.3%	0.6%	0.3%	1.0%	1.9%	3.2%
	3	3	10	13	4	6	9
		1.0%	3.2%	4.1%	1.3%	1.9%	2.9%
	2	2	13	5	3	10	3
		0.6%	4.1%	1.6%	1.0%	3.2%	1.0%
	1	11	2	1	14	2	0
		3.5%	0.6%	0.3%	4.5%	0.6%	0.0%
Sikkim University	5	11	4	15	8	12	11
		3.5%	1.3%	4.8%	2.5%	3.8%	3.5%
	4	7	7	3	11	8	11
		2.2%	2.2%	1.0%	3.5%	2.5%	3.5%
	3	8	7	14	2	8	14
		2.5%	2.2%	4.5%	0.6%	2.5%	4.5%
	2	5	19	7	6	10	4
		1.6%	6.1%	2.2%	1.9%	3.2%	1.3%
	1	9	3	1	13	2	0
		2.9%	1.0%	0.3%	4.1%	0.6%	0.0%
Economics	5	44	18	34	33	24	18
		4.5%	5.7%	10.8%	10.5%	7.6%	5.7%
	4	33	12	4	13	21	29
		10.5%	3.8%	1.3%	4.1%	6.7%	9.2%
	3	7	16	26	5	15	24
		2.2%	5.1%	8.3%	1.6%	4.8%	7.6%
	2	10	30	11	6	17	6
		3.2%	9.6%	3.5%	1.9%	5.4%	1.9%
	1	17	5	6	24	4	4
		5.4%	1.6%	1.9%	7.6%	1.3%	1.3%
Education	5	16	9	20	22	18	14
		5.1%	2.9%	6.4%	7.0%	5.7%	4.5%
	4	38	8	7	14	22	26
		12.1%	2.5%	2.2%	4.5%	7.0%	8.3%
	3	9	17	37	5	14	33
		2.9%	5.4%	11.8%	1.6%	4.5%	10.5%
	2	12	45	14	13	30	13
		3.8%	14.3%	4.5%	4.1%	9.6%	4.1%
	1	15	11	12	36	6	4
		4.8%	3.5%	3.8%	11.5%	1.9%	1.3%
	5	15	15	32	26	23	13
		4.8%	4.8%	10.2%	8.3%	7.3%	4.1%

Political Science	4	27	8	0	15	18	28
		8.6%	2.5%	0.0%	4.8%	5.7%	8.9%
	3	11	13	28	3	11	26
		3.5%	4.1%	8.9%	1.0%	3.5%	8.3%
	2	6	29	6	3	13	0
		1.9%	9.2%	1.9%	1.0%	4.1%	0.0%
	1	9	3	2	21	3	1
		2.9%	1.0%	0.6%	6.7%	1.0%	0.3%
Geography	5	29	9	22	18	17	16
		9.2%	2.9	7.0%	5.7%	5.4%	5.1%
	4	23	11	7	12	17	25
		7.3%	3.5%	2.2%	3.8%	5.4%	8.0%
	3	8	15	26	9	14	20
		2.5%	4.8%	8.3%	2.9%	4.5%	6.4%
	2	4	32	15	11	24	11
		1.3%	10.2%	4.8%	3.5%	7.6%	3.5%
	1	11	8	5	25	3	3
		3.5%	2.5%	1.6%	8.0%	1.0%	1.0%
Male	5	42	28	58	48	46	36
		13.4%	8.9	18.5%	15.3%	14.6%	11.5%
	4	45	21	10	28	36	54
		14.3%	6.7%	3.2%	8.9%	11.5%	17.2%
	3	20	27	51	13	27	43
		6.4%	8.6%	16.2%	4.1%	8.6%	13.7%
	2	16	64	21	13	36	12
		5.1%	20.4%	6.7%	4.1%	11.5%	3.8%
	1	27	10	10	48	5	5
		8.6%	3.2%	3.2%	15.3%	1.6%	1.6%
Female	5	32	23	50	51	36	25
		10.2%	7.3%	15.9%	16.2%	11.5%	8.0%
	4	76	18	8	26	42	54
		24.2%	5.7%	2.5%	8.3%	13.4%	17.2%
	3	15	34	66	9	27	60
		4.8%	10.8%	21.0%	2.9%	8.6%	19.1%
	2	16	72	25	20	48	18
		5.1%	22.9%	8.0%	6.4%	15.3%	5.7%
	1	25	17	15	58	11	7
		8.0%	5.4%	4.8%	18.5%	3.5%	2.2%

B. **Cognitive Competence on Statistics**

From the above table 1.2, it is reported that most of the research scholars from all types of institutions, disciplines and gender group have responded that they have an interest to understand the statistical concepts. It reflected that they are extremely poor in statistical analysis techniques. It further revealed that they used to make a lot of calculation errors in Statistics. It also reflected that they possessed an ability to understand most of the statistical ideas and felt it easy to understand. But, they have forgotten most of the statistical techniques and formulas whichever they learnt during their coursework.

Table 1.3
Difficulty in Statistics

		Q. xiii	Q. xiv	Q. xv	Q. xvi	Q. xvii	Q. xviii	Q.xix
Criterion Variable	Scale	Statistics formulas are not easy to understand.	Statistics is a complicated subject.	Statistics is a subject which is quickly learnt by most people.	Learning statistics requires a great deal of discipline.	Statistics involves massive computations which create fear.	Most people have to learn a new way of thinking to do statistics.	I dared to clarify the concepts with a teacher in Statistics class. .
Institution								
Gauhati University	5	28	12	10	4	8	0	4
		8.9%	3.8%	3.2%	1.3%	2.5%	0.0%	1.3%
	4	10	10	15	6	8	11	6
		3.2%	3.2%	4.8%	1.9%	2.5%	3.5%	1.9%
	3	6	23	18	17	21	11	17
		1.9%	8.0%	5.7%	5.4%	6.7%	3.5%	5.4%
	2	4	2	6	3	7	13	3
		1.3%	0.6%	1.9%	1.0%	2.2%	4.1%	1.0%
	1	2	1	1.9%	20	6	15	20
		0.6%	0.3%	0.3%	6.4%	1.9%	4.8%	6.4%
	5	24	23	14	2	11	1	2
		10.8%	7.3%	4.5%	0.6%	3.5%	0.3%	0.6%

NEHU	4	6	9	12	3	12	5	3
		1.9%	2.9%	3.8%	1.0%	3.8%	1.6%	1.0%
	3	3	14	17	16	23	18	16
		1.0%	4.5%	5.4%	5.1%	7.3%	5.7%	5.1%
	2	6	4	6	9	3	12	9
		1.9%	1.3%	1.9%	2.9%	1.0%	3.8%	2.9%
	1	1	0	1	20	1	14	20
		0.3%	0.0%	0.3%	6.4%	0.3%	4.5%	6.4%
Mizoram University	5	20	12	9	5	4	0	3
		6.4%	3.8%	2.9%	1.0%	1.3%	0.0%	1.0%
	4	5	5	9	2	7	6	2
		1.6%	1.6%	2.9%	0.6%	2.2%	1.9%	0.6%
	3	5	14	9	13	15	8	13
		1.6%	4.5%	2.9%	4.1%	4.8%	2.5%	4.1%
	2	1	1	4	1	3	7	1
		0.3%	0.3%	1.3%	0.3%	1.0%	2.2%	0.3%
	1	2	1	2	14	4	12	14
		0.6%	0.3%	0.6%	4.5%	1.3%	3.8%	4.5%
Manipur University	5	18	7	5	2	3	0.0%	2
		5.7%	2.2%	1.6%	0.6%	1.0%		0.6%
	4	4	5	9	4	5	8	4
		1.3%	1.6%	2.9%	1.3%	1.6%	2.5%	1.3%
	3	3	16	11	8	14	5	8
		1.0%	5.1%	3.5%	2.5%	4.5%	1.6%	2.5%
	2	3	1	4	1	4	7	1
		1.0%	0.3%	1.3%	0.3%	1.3%	2.2%	0.3%
	1	2	1	1	15	4	10	15
		0.6%	0.3%	0.3%	4.8%	1.3%	3.2%	4.8%
Rajiv Gandhi University	5	28	15	8	3	3	51	3
		8.9%	4.8%	2.5%	0.6%	1.0%	0.3%	1.0%
	4	5	7	13	2	12	5	2
		1.6%	2.2%	4.1%	0.6%	3.8%	1.6%	0.6%
	3	3	16	14	13	18	11	13
		1.0%	5.1%	4.5%	4.1%	5.7%	3.5%	4.1%
	2	3	2	5	8	4	9	8
		1.0%	0.6%	1.6%	2.5%	1.3%	2.9%	2.5%
	1	2	1	1	15	4	15	15
		0.6%	0.3%	0.3%	4.8%	1.3%	4.8%	4.8%
	5	24	13	10	2	6	0	2

Nagaland University		7.6%	4.1%	3.2%	0.6%	1.9%	0.0%	0.6%
	4	6	8	11	4	7	9	4
		1.9%	2.5%	3.5%	1.3%	2.2%	2.9%	1.3%
	3	5	17	12	13	19	9	13
		1.6%	5.4%	3.8%	4.1%	6.1%	2.9%	4.1%
	2	3	1	6	2	4	9	2
		1.0%	0.3%	1.9%	0.6%	1.3%	2.9%	0.6%
	1	2	1	1	19	4	13	19
		0.6%	0.3%	0.3%	6.1%	1.3%	4.1%	6.1%
Tripura University	5	18	8	5	2	5	0	2
		5.7%	2.5%	1.6%	0.6%	1.6%	0.0%	0.6%
	4	6	4	6	1	6	6	1
		1.9%	1.3%	1.9%	0.3%	1.9%	1.9%	0.3%
	3	1	14	14	11	13	6	11
		0.3%	4.5%	4.5%	3.5%	4.1%	1.9%	3.5%
	2	4	4	3	3	5	8	3
		1.3%	1.3%	1.0%	1.0%	1.6%	2.5%	1.0%
	1	1	0	2	13	1	10	13
		0.3%	0.0%	0.6%	4.1%	0.3%	3.2%	4.1%
Sikkim University	5	18	12	9	3	8	0	3
		5.7%	3.8%	2.9%	1.0%	2.5%	0.0%	1.0%
	4	10	7	10	5	7	9	5
		3.2%	2.2%	3.2%	1.6%	2.2%	2.9%	1.6%
	3	5	18	16	9	18	10	9
		1.6%	5.7%	5.1%	2.9%	5.7%	3.2%	2.9%
	2	5	3	3	2	4	12	2
		1.6%	1.0%	1.0%	0.6%	1.3%	3.8%	0.6%
	1	2	0	2	21	3	9	21
		0.6%	0.0%	0.6%	6.7%	1.0%	2.9%	6.7%
Economics	5	50	30	25	5	15	1	5
		15.9%	9.6%	8.0%	1.6%	4.8%	0.3%	1.6%
	4	11	12	21	4	15	13	4
		3.5%	3.8%	6.7%	1.3%	4.8%	4.1%	1.3%
	3	10	33	24	27	34	22	27
		3.2%	10.5%	7.6%	8.6%	10.8 %	7.0%	8.6%
	2	6	6	8	7	10	20	7
		1.9%	1.9%	2.5%	2.2%	3.2%	6.4%	2.2%
	1	4	0	3	38	7	25	38

		1.3%	0.0%	1.0%	12.1%	2.2%	8.0%	12.1%
Education	5	52	24	15	5	10	0	5
		16.6%	7.6%	4.8%	1.6%	3.2%	0.0%	1.6%
	4	18	17	22	10	19	19	10
		5.7%	5.4%	7.0%	3.2%	6.1%	6.1%	3.2%
	3	5	41	34	26	42	16	26
		1.6%	13.1%	10.8%	8.3%	13.4 %	5.1%	8.3%
	2	10	4	16	9	10	22	9
		3.2%	1.3%	5.1%	2.9%	3.2%	7.0%	2.9%
	1	5	4	3	40	9	33	40
		1.6%	1.3%	1.0%	12.7%	2.9%	10.5%	12.7%
Political Science	5	44	24	18	6	14	0	6
		14.0%	7.6%	5.7%	1.9%	4.5%	0.0%	1.9%
	4	6	12	23	8	13	15	8
		1.9%	3.8%	7.3%	2.5%	4.1%	4.8%	2.5%
	3	11	29	25	26	27	22	26
		3.5%	9.2%	8.0%	8.3%	8.6%	7.0%	8.3%
	2	5	3	1	3	7	18	3
		1.6%	1.0%	0.3%	1.0%	2.2%	5.7%	1.0%
	1	2	0	1	25	7	13	25
		0.6%	0.0%	0.3%	8.0%	2.1%	4.1%	8.0%
Geography	5	42	24	12	5	9	1	5
		13.4%	7.6%	3.8%	1.6%	2.9%	0.3%	1.6%
	4	17	14	19	5	17	12	5
		5.4%	4.5%	6.1%	1.6%	5.4%	3.8%	1.6%
	3	5	31	28	21	38	18	21
		1.6%	9.9%	8.9%	6.7%	12.1 %	5.7%	6.7%
	2	8	5	12	10	7	17	10
		2.5%	1.6%	3.8%	3.2%	2.2%	5.4%	3.2%
	1	3	1	4	34	4	27	34
		1.0%	0.3%	1.3%	10.8%	1.3%	8.6%	10.8%
Male	5	87	46	36	12	23	1	12
		27.7%	14.6%	11.5%	3.8%	7.3%	0.3%	3.8%
	4	25	23	36	13	32	20	13
		8.0%	7.3%	11.5%	4.1%	10.2 %	6.4%	4.1%
	3	15	70		39	67	42	39

		4.8%	22.3%	18.5%	12.4%	21.3 %	13.4%	12.4%
	2	18	11	15	16	17	32	16
		5.7%	3.5%	4.8%	5.1%	5.4%	10.2%	5.1%
	1	5	0	5	70	11	55	70
		1.6%	0.0%	1.6%	22.3%	3.5%	17.5%	22.3%
Female	5	101	56	34	9	25	1	9
		32.2%	17.8%	10.8%	2.9%	8.0%	0.3%	2.9%
	4	27	32	49	14	32	39	14
		8.6%	10.2%	15.6%	4.5%	10.2 %	12.4%	4.5%
	3	16	64	53	61	74	36	61
		5.1%	20.4%	16.9%	19.4%	23.6 %	11.5%	19.4%
	2	11	7	22	13	17	45	13
		3.5%	2.2%	7.0%	4.1%	5.4%	14.3%	4.1%
	1	9	5	6	67	16	43	67
		2.9%	1.6%	1.9%	21.3%	5.1%	13.7%	21.3%

C. **Difficulty in statistics**

From the above table 1.3, it is reported that most of the research scholars from all types of institutions, disciplines and gender group that they don't like learning statistical formula which are not easy to understand. It is further reflected that have indicated neither a posses a positive response nor negative response regarding complexity on statistics subject even regarding the statistics subject which is quickly learned by most people. However, they do not like learning statistics which requires a great deal of discipline. It revealed that they indicated neither a positive response nor negative response concerning to statistics involving massive computations which creates fear in their mind. It is reported that they do not agree with the statement that most people have to learn a new way of thinking to do statistics. It further revealed that do not prefer to clarify the concepts with a teacher in Statistics class.

7. Suggestions and Conclusion

7.1 Suggestions

- During the course work, teachers should encourage the research scholars to use standard books of different authors and standard referred journals related to statistics of reputed publishers.
- Peer-group learning should be emphasized during the course work programme rather than individual learning for better understanding of statistical concepts.
- Expert consultation should be encouraged during the course work programme.
- Research scholars should practice statistics repeatedly in order to reduce errors and to apply the exact formula of statistics during their applications of statistics in their research work.

- Research scholars should also be encouraged to utilize and handle various statistical programmes such as SPSS, R, etc.
- Research scholars should be encouraged to participate in various International, National, Regional, Institutional, Departmental seminar programmes related to Statistics.
- Moreover, they should also be encouraged to publish a various research articles related to statistical topics.
- The policy makers should make the research scholars and faculties realize about the importance of statistics in every disciplines of Humanities and Social Sciences.
- To enhance the quality of teaching statistics, educational policy makers must take an initiative step to provide high quality standard pre-service programmes in every higher educational institutions of North-East India.

7.2 **Conclusion**

Based on the findings of the study, it is evident that in terms of attitude towards Statistics most of the research scholars belonging to different four disciplines such as (Economics, Education, Political Science and Geography) from different eight universities (GU, NEHU, Mizoram University, Manipur University, RGU, NU, TU and SU) of North-East India have shown a low attitude in terms of affect on Statistics. However, it showed a high attitude on cognitive competence and it showed a low attitude in terms of difficulty in Statistics. It is thus obvious from the findings that majority of the research scholars showed low attitude towards Statistics. Thus, it is highly imperative to note that Statistics course needs to be strengthened in each of the Universities of North-East India. On the basis of major findings, the researcher in the current study has attempted to suggest ways and means to handle the problem as a course ahead and with a view to lighten the conditions of research activities undertaken by the Universities of North-East India.

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