

## WHY STUDENTS CAN'T DO RESEARCH

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Research writing is regarded as one of the high-impact academic practices in 21st-century education. In the K to 12 program of the Philippine Enhanced Basic Education Curriculum, all Senior High School (SHS) students are expected to acquire research competence. This is transparent in the Curriculum Guide for SHS, which includes the subjects Practical Research 1 (Qualitative Research), Practical Research 2, and Inquiries, Investigations and Immersion. However, as reported by Early (2014), several studies claim that research writing remains a complex and intimidating task for many learners, which may be attributed to several factors.

Notably, research writing is a complex process requiring numerous distinct processes that demand a wide range of skills (Rich, M., Brown, A., and Banerjee, A., 2019). For instance, selecting and defining a good research problem early in the research process requires, among other things, a high level of creativity and critical thinking. In contrast, later in the process, an appropriate research method would need an extensive understanding of that methodology. This can be challenging for most SHS students since they often need more exposure to research writing, its intricate methods, and processes (Knipe, S., Miles, R. and Bottrell, C., 2018). The extent to which they can find delight in meeting research as a challenge is equally way too complicated because many other factors can contribute to the student's entire research writing experience.

In addition, most high school learners are challenged to analyze logical arguments and synthesize information from different resources (Sipahi, 2020). This could be attributed to the fact that students, in the first place, struggle in writing logical sentences. If students'

writing ability is already compromised, then conducting the research could become very tiring.

Moreover, students' attitude directly influences how they view research writing, including all related work (Miandashti & Rezaei, 2013). Negative attitudes could prevent students from appreciating research writing and its impact on their future careers.

Considering all these factors, it is imperative for all educators to provide a positive learning environment for students.

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