**SHS STUDENTS’ ATTITUDE TOWARDS RESEARCH SUBJECTS**

*by:*

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One of the remarkable contents of the K-to-12 curriculum for senior high school is the inclusion of not only one but three interrelated research subjects namely Practical Research 1, Practical Research 2, and 3 I’s or (Inquiry, Investigation, and Immersion) which also covers in-depth concepts in research. In preparation for these subjects, students also need to take Statistics and Probability course. Does it sound appealing for students to take up these subjects in research or they don’t have choice but to finish these subjects for these are part of the current high school curriculum? Natural feedbacks from students tells that taking up research subjects could be boring, and less interesting. For some, the tedious task was okay but not really attractive to perform and study. For few, doing research is quite interesting. Research teachers play an important role in helping students to understand the benefits and practical applications of research in their daily lives, thus motivating them to do the tasks.

The attitude of senior high school students towards practical research depends on different factors influencing their study. It’s too early to say that students taking academic tracks learn research more effective that those taking technical vocational and other tracks, or vice versa. Teaching and learning about research have become vital point in the Science curriculum. For example, high school students in their Science class would be expected to conduct science investigatory project that is too research in nature. Indeed, learning how to conduct research can truly increase student’s knowledge, skills and awareness about science and engineering practices.
Usually, research is embedded in traditional science subjects as short-term projects, but in the new curriculum, research now turned to be a series of separate subjects and competency. High school students perceive science domain as irrelevant, boring, too hard, and disconnected from the ‘real world’ and so does research which makes Science more complicated (Potvin and Hasni, 2014). It has been reported that students might perceive high-level science and research as one of the most useless things they learn in school. Few students in the class might have the pure intention and interest to learn research. However, the rest of the class may manifest attitude that can positively or negatively influence one’s behavioral intention towards the subject. Relatively, students who perform well in research see this as relevant activity to learn at school and find themselves capable of completing the task. Students who did not perform well identified anxiety towards the subject and consider research as stressful task and they may not overly enthusiastically pursue research career in the future.

Research aims to find answers on questions that still need answers and problems that still needs solutions. The modern world faces a lot of problem that indeed, need the power and aid of research. Teachers must continuously exert patience, effort, and effective strategies to build this desire among young generations.

References:

