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Exploring the Learning Difficulties in Research Methodology Courses: A Qualitative Study of Graduate Students of Education

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ABSTRACT This study is an attempt to explore the factors that increase the learning difficulties of students enrolled in graduate programs at the Institute of Education and Research, University of Punjab in Lahore. The study is qualitative in nature. The sample of the study comprised eight students (5 female and 3 male) selected by using the purposive sampling technique. In-depth interviews were conducted using the semi-structured instrument. The responses were recorded and the data were transcribed into text. Moreover, codes, categories and themes were created by using thematic analysis. The most emerging themes of the research were weak prior knowledge, rote memorisation habit, lack of motivation, lack of applied approach, and lack of peer cooperation in the class. The study recommends that an applied research project may be included in the teaching of research methodology courses.