



ASSESSING CHALLENGES IN LEARNING PRACTICAL RESEARCH 1 AMONG GRADE 11 SENIOR HIGH SCHOOL STUDENTS: BASIS FOR DEVELOPING INSTRUCTIONAL SUPPORT MATERIALS

JERICO N. MENDOZA

LEZLIE D. HERNANDEZ

APRIL ROSE L. SUBIJANA

Nasugbu East Senior High School

jerico.mendoza@deped.gov.ph

ABSTRACT

This study examined the challenges faced by Grade 11 Senior High School students in learning Practical Research 1 and how these challenges can inform the development of instructional support materials. The research assessed students' and teachers' perceptions of difficulties encountered in understanding research concepts, resource availability, and the adequacy of existing instructional materials. Findings indicated that students strongly agreed that teacher guidance and structured instructional strategies significantly impact their ability to engage with research (Weighted Mean = 3.33). However, major challenges included difficulty in understanding and applying research terminologies, confusion in defining a clear research problem, and limited access to teaching materials. Time constraints and inadequate curricular support further hindered students' ability to complete research tasks effectively. The results emphasized the importance of enhanced teaching methodologies, contextualized learning practices, and improved resource allocation to strengthen research competence.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



To address these issues, the study proposed Project RIP (Research-based Instructional Plan), which aims to improve student learning outcomes through research-backed teaching strategies. The program focuses on fostering student engagement, developing higher-order thinking skills, and refining instructional methods based on student performance data. Key recommendations include the creation of structured lesson plans, and learning materials to enhance instructional delivery. The study aligns with the findings of Tabada et al. (2022), highlighting the critical role of instructional support and teacher preparedness in research education. The implementation of Project RIP is expected to create a more effective and enriching learning experience, ultimately improving students' research skills and academic performance. Future studies should explore the long-term impact of these interventions on students' ability to conduct independent research.

Keywords: *Instructional Materials, Difficulties in Understanding and Applying Research Concepts*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
