



# **Rolling in the Deep: Exploring the Lived Experiences of Senior High School English Teachers in Teaching Practical Research 1**

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**Abstract**— This qualitative study employed a phenomenological approach to explore the lived experiences of Senior High School English teachers in teaching Practical Research 1 (PR1). It aimed to understand their challenges, opportunities, support mechanisms, realizations, strategies, and recommendations in facilitating research instruction. Nine (9) participants from public secondary schools in the Division of Angeles City were selected through purposive sampling, each with at least three years of experience teaching PR1. Semi-structured interviews were employed to collect the data and thematic analysis was adopted for analysis as proposed by Braun and Clarke (2019), was adopted for analysis. Findings revealed that teachers encountered significant challenges in students' conceptualization of research topics, formulation of research questions, limited research skills, and time constraints. In spite of this, participants identified chances for innovation in teaching methods, collaborative learning, and professional development. Institutional and collegial support were given to the participants. Participants also realized the importance of reflective practice, balanced assessment, and contextualized instruction. Modeling scaffolding, peer mentoring and technological integration were noted as the participants' 'ways to overcoming challenges'. The findings culminated in the development of an emerging framework that encapsulates the interconnected experiences shaping teachers' pedagogical effectiveness in research education.

**Keywords**— challenges, opportunities, support mechanisms, realizations, strategies, recommendations.

## **INTRODUCTION**

Research plays a critical role in society as it involves making discoveries, confirming or disproving ideas, controlling or predicting occurrences, and developing or refining theories, all of which contribute to the formation of knowledge (Caraig, 2022).

Courtney (2023) emphasized that the relevance of research has been recognized across fields such as medicine, engineering, the humanities, physical sciences, life sciences, economics, language and culture, agriculture, and education. Research significantly contributes to curriculum development by providing evidence-based information about effective teaching practices and guiding decision-making on curriculum resources.

In the Philippines, Department of Education (DepEd) Memorandum No. 16, s. 2017 established a comprehensive framework for teaching Practical Research 1 (PR1) and Practical Research 2 in Senior High School, mandating the integration of research with real-world applications.

PR1 focuses on developing foundational qualitative research skills, including formulating research questions, designing methodologies, collecting and analyzing data, interpreting findings, and communicating results. The



integration of research subjects in the K to 12 curriculum underscores the need to equip learners with scientific and linguistic literacy.

However, due to the limited number of faculty members with research specialization, PR1 is often assigned to English teachers. Teaching research is perceived as demanding and complex, requiring technical expertise, time, and effort. English teachers frequently encounter challenges such as weak confidence in teaching research, students' inadequate research foundations, limited access to journals, numerous manuscript revisions, heavy workloads, and institutional constraints (Lucas et al., 2021; Almazan et al., 2023). Students also struggle with writing mechanics, citation practices, logical organization, and limited exposure to qualitative studies (Yasto, 2022).

To address these challenges, DepEd introduced curriculum guides and the Basic Education Research Agenda to encourage research engagement among educators. Teachers are urged to conduct action research as part of professional development and performance evaluation. Studies show that research engagement enhances teachers' reflective practices, professional growth, and instructional effectiveness (Morales et al., 2016; Ulla, 2017). Moreover, learner-centered and inquiry-based approaches, such as the 5Es model, support effective PR1 instruction (Paredes-Baan, 2021).

Despite these initiatives, many teachers perceive research as an added burden due to workload and limited expertise. Nonetheless, research engagement remains essential for strengthening teacher competence and improving educational quality. With these reviewed studies, the researcher recognized that teaching research is not an easy task, especially when it is not one's area of specialization. Although English teachers are proficient in language instruction, challenges in teaching research persist. Hence, this study aims to understand the predicaments and experiences of English teachers handling PR1, as well as their coping strategies and support systems in teaching research.

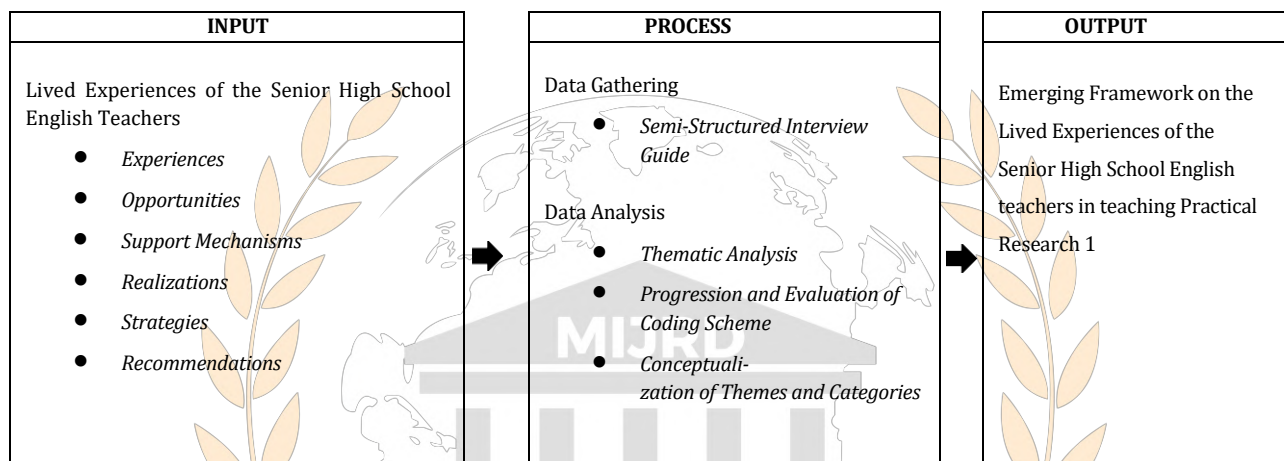
### ***Process Framework***

This study utilized a process framework designed to capture the lived experiences of senior high school English teachers in teaching Practical Research 1. The framework integrates key inputs, methodological processes.

***Inputs.*** The input section focused on the lived experiences of senior high school English teachers in teaching research writing, specifically Practical Research 1. These experiences included difficulties such as managing students' limited research skills, overcoming language barriers, and balancing teaching and research responsibilities; opportunities for growth and learning through research activities, collaboration, and effective teaching methods; support mechanisms from school administrators, colleagues, teaching materials, and peers; realizations gained from reflecting on teaching practices; strategies such as providing additional tutorials, using multimedia resources, and adjusting lesson plans; and recommendations for more institutional support, better access to resources, professional training opportunities, and curriculum enhancements to make research writing more accessible and engaging.

**Process.** Data gathering utilized semi-structured interviews guided by Braun and Clarke's (2019) qualitative interviewing techniques. This approach enabled participants to share rich and detailed experiences while allowing flexibility to explore emerging categories and themes through thematic analysis outlined by Braun and Clarke (2022). Conducted via accessible platforms, such as face-to-face interaction, and written statement. Consent was obtained before interviews were recorded and transcribed verbatim. The guide was validated by qualitative specialists.

**Outputs.** The output section produced an emerging framework illustrating the interconnected lived experiences of senior high school English teachers in teaching PR1, highlighting how experiences, opportunities, support mechanisms, realizations, strategies, and recommendations collectively shaped their professional lives and capacity to teach Practical Research 1 effectively.



**Figure 1.** A Process Framework toward the Lived Experiences of Senior High School English Teachers in teaching PR1.

### **Statement of the Problem**

The study aimed to explore and assess the lived experiences of Senior High School English teachers in teaching PR1.

Specifically, this study offered thorough responses to the following questions:

1. What are the experiences of the participants in teaching PR1 in terms of:
  - a. conceptualization of research topics;
  - b. formulation of research questions;
  - c. development of research designs;
  - d. identification of sampling techniques;
  - e. data collection process; and
  - f. data analysis?
2. What teaching strategies do the participants employ when teaching PR1?
3. How do school's policies and available resources influence the participants' ability to teach PR1 effectively?

4. What support mechanisms do the participants utilize to help them teach PR1?
5. Based on the participants' experiences, what realizations have they revealed in teaching PR1?
6. What recommendations could the participants share for teaching PR1?

### ***Significance of the Study***

This study explored the experiences of Senior High School English teachers in public secondary schools who taught PR1. The findings generated through this investigation provided valuable insights for the following:

**Department of Education (DepEd).** The study provided insights into the experiences and challenges of Senior High School English teachers in teaching PR1. The findings may assist DepEd in reviewing policies, improving research instruction, and developing training programs that strengthened teachers' competence in research education.

**Senior High School English Teachers.** The study deepened their understanding of effective strategies and challenges in teaching PR1, helping improve instructional practices, enhance confidence in teaching research concepts, and encourage reflective teaching for better student learning outcomes.

**School Administrators.** The study offered evidence-based information to guide decision-making on teacher support systems, professional development initiatives, and resource allocation for research writing instruction, helping develop policies, set standards for research projects, provide feedback guidelines, and encourage interdisciplinary collaboration.

**Curriculum Developers.** The findings may guide updates of course materials to include relevant topics such as digital tools and diverse sources, and refine learning objectives aligned with skills needed in PR1, including formulating research questions, conducting literature reviews, and synthesizing information.

**Educational Policymakers.** The findings may guide strategic goals and policy changes to improve research writing instruction in PR1, with continuous monitoring and evaluation of related educational initiatives.

**Students.** Understanding teachers' challenges and successes in teaching PR1 may increase motivation, participation, and appreciation of research writing activities.

**Future Researchers.** The findings may provide insights for similar studies, including exploring the experiences of non-English teachers teaching research and participants from the private sector to help DepEd evaluate the SHS curriculum for a more focused program.

### ***Scope and Delimitation of the Study***

This phenomenological study explored the lived experiences of Senior High School English teachers currently teaching PR1. Nine participants from public secondary schools in the Division of Angeles City were qualified based on the inclusion criteria. It investigated their teaching experiences, including challenges, opportunities, support

mechanisms, strategies, recommendations, and key insights or realizations from classroom instruction in research writing for PR1.

Participants were purposefully chosen for having at least three years of PR1 teaching experience, ensuring substantial, reflective insights. Data were collected through semi-structured interviews for an in-depth investigation of the phenomenon.

## **METHOD**

### ***Type of Research***

This study employed a phenomenological approach to investigate the lived experiences of Senior High School English teachers, focusing on challenges, opportunities, support mechanisms, realizations, strategies, and recommendations while teaching PR1. Descriptive phenomenology, established by Edmund Husserl, is a qualitative approach aimed at understanding the core of participants lived experiences.

The researcher engaged with the philosophical foundations of how meanings arise from human experience. As Douglas Adams noted, "Human beings, who are almost unique in having the ability to learn from the experience of others, are also remarkable for their apparent disinclination to do so."

Participants shared their experiences teaching PR1, allowing the researcher to analyze their struggles, lessons learned, and ways of coping with challenges in teaching the subject.

### ***Participants and Sampling Technique***

The researcher utilized purposive sampling to select participants, a non-probability approach aimed at acquiring data-rich samples to gain a comprehensive understanding of a phenomenon (Shaheen et al., 2016). Also called judgmental or selective sampling, it was used to match the sample to the research goals, improving the accuracy and trustworthiness of the data. Key elements considered included trustworthiness, versatility, dependability, and confirmation (Campbell et al., 2020).

Nine participants met the study's criteria: (1) currently teaching or recently taught PR1 in Senior High School; (2) at least three years of PR1 teaching experience in public schools; (3) Master's degree major in English; and (4) served as research advisers or panelists in research colloquium. These criteria ensured participants had academic knowledge and practical experience, providing valuable insights. Data gathering continued until saturation, when themes recurred across participants and no new insights emerged, confirming the sample was sufficient.

Excluded were those who did not teach PR1, had less than three years' experience, lacked a Master's in English, did not serve as advisers/panelists, taught in private or other institutions, were on leave, unavailable, or had conflicting duties. Interviews examined how these teachers modified teaching for students with limited access to technology.



By personally visiting public schools, the researcher verified suitability before data collection, ultimately interviewing nine participants. Phenomenological studies typically include 3–10 participants, with data saturation guiding final sample size (Creswell & Poth, 2018).

### ***Research Instrument***

The researcher employed a semi-structured interview guide as the main instrument, a qualitative approach where participants answered predetermined but open-ended questions. According to Magaldi and Berler (2020), semi-structured interviews are exploratory, guided by a general pattern yet allowing the researcher to probe deeply for findings.

The instrument included seven open-ended questions and participants' demographic and professional profiles. It was validated by one research director and two language experts, whose feedback was incorporated into the interview questionnaire.

### ***Data Gathering Procedures and Ethical Considerations***

Ethics Clearance and Permission. Before data collection, the researcher sought ethics clearance from the Research and Development Committee (RDC). After approval, permission was requested from the Division Office and the participants' senior high school principals for the dissemination of the letters to the nine qualified senior high school English teachers who met the study's criteria.

A formal request letter outlined the study's objectives, methods, benefits, and included the RDC clearance. Participation was voluntary, and consent was obtained via informed consent forms, with participants informed that all records would be kept confidential, discarded after three years, and that they could access the study results.

***Informed Consent.*** Participants signed consent forms, accepting participation in exchange for tokens of appreciation. Potential risks, such as data breaches, were addressed through strict confidentiality.

Participants were informed that study materials were available in multiple languages, but English was the primary medium. They could ask questions at any time, and for those unable to read the forms, a witness or legally authorized representative was present.

***Interview Process.*** Data were collected using a semi-structured interview guide through face-to-face interactions or written statements. Participants were not forced to disclose uncomfortable information and could leave at any time.

***Data Transcription.*** Audio and video recordings were transcribed verbatim using TurboScribe AI, then verified against recordings for accuracy. Transcripts included speaker identification and line numbering. Codes and themes were extracted, coded, and tabulated. Some participants provided written statements, while others were recorded.

**Confidentiality.** Participants' identities were replaced with pseudonyms or alphanumeric codes (e.g., P1, P2). Audio/video recordings and written transcripts will be disposed of three years after study completion, following Section 19 of the Data Privacy Act of 2012, with audio deleted and written replies shredded.

### **Data Analysis**

Considering that this study employed a phenomenological approach, the researcher used inductive approach analysis to analyze the obtained data and support the study's objectives. Thematic analysis involved recognizing and reporting patterns in a data set and evaluating their natural significance (Liebenberg et al., 2020). Patterns were identified by examining the meaning of participants' expressions, while refraining from choosing quotations that merely generated controversy and focusing on those that represented the findings (Eldh et al., 2020).

To ensure the analysis was systematic and anchored in the data, keywords indicating essential concepts were used to generate accurate codes. Frequently used keywords were identified (Naeem & Ozuem, 2023), and repeated reading of transcripts aided in selecting appropriate statements (Tracy et al., 2019). In line with Braun and Clarke (2019), thematic analysis referred to identifying, analyzing, organizing, and reporting themes extracted from the dataset.

The procedures included verbatim transcription of audio recordings; grouping responses based on interview questions for familiarization; highlighting significant content to determine the unit of analysis; developing themes, categories, and a coding scheme; and evaluating the coding scheme using a Rater Form reviewed by a research consultant and a language specialist. Inter-rater Reliability (IRR) and participant validation ensured trustworthiness and alignment with participants' actual experiences.

To verify legitimacy and transparency, the researcher applied reflexivity and member verification, recognizing potential influences while maintaining truthfulness and objectivity, and validating the findings with participants.

## **FINDINGS**

### ***Experiences in Teaching PR1 in terms of Conceptualization of Research Topics***

This study explored teachers' experiences in teaching PR1, focusing on students' conceptualization of research topics. Analysis of responses revealed two major categories: topic student related challenges, teacher guidance role, and unique institutional experience. These categories reflected common student issues and the adaptive strategies teachers employed.

Student related challenges were the first major category, most participants reported that students struggled with selecting and narrowing research topics due to limited exposure to social issues, insufficient prior research experience, and underdeveloped critical thinking. Students often began with broad, vague, or unrealistic ideas, resulting in superficial or unsearchable topics. Foundational knowledge gaps further hindered students' ability to conceptualize research topics and identify relevant issues, impacting their capacity to apply classroom knowledge to real-world contexts.

Teacher guidance role, teachers emphasized the importance of active support in guiding students through brainstorming, consultations, topic refinement, and preliminary literature review. Scaffolding helped students transform broad concepts into specific, researchable topics, bridging the gap between initial uncertainty and the required academic rigor.

Unique institutional experience, teachers recognized the need to tailor instructional strategies to their school's unique context, learner profile, and available resources, demonstrating that teaching PR1 requires adaptability rather than a uniform approach.

Overall, effective teaching of research topic conceptualization depended on addressing student preparation gaps, providing structured guidance, and implementing context-sensitive strategies.

**Table 1. Experiences in Teaching Practical Research 1 (PR1) in terms of Conceptualization of Research**

CATEGORIES		THEMES
<b>Student Related Challenges</b>		<ul style="list-style-type: none"> <li>• Difficulty in Selecting and Narrowing Topics</li> </ul>
		<ul style="list-style-type: none"> <li>• Student's Struggles in Conceptualizing Research Topics</li> </ul>
		<ul style="list-style-type: none"> <li>• Lack of Awareness of Relevant Social Issues</li> </ul>
		<ul style="list-style-type: none"> <li>• Choosing Broad or Unrealistic Topics</li> </ul>
		<ul style="list-style-type: none"> <li>• Difficulty in Basic Formulation of Research Ideas</li> </ul>
<b>Role of Teacher Guidance</b>		<ul style="list-style-type: none"> <li>• Guidance in Selecting Relevant and Feasible Topics</li> </ul>
		<ul style="list-style-type: none"> <li>• Linking Research to Real Life and Community Connections</li> </ul>
		<ul style="list-style-type: none"> <li>• Guidance for Literature Review</li> </ul>
<b>Unique Experience</b>	<b>Institutional</b>	<ul style="list-style-type: none"> <li>• Realization of the Need for Contextualization</li> </ul>

***Experiences in Teaching PR1 in terms of Formulation Research Questions***

The second key factor investigated in this study was teachers' experiences assisting students in the development of research questions. Participants repeatedly indicated that students struggled to develop research questions that were specific, unambiguous, and consistent with their research objectives. The participants' responses revealed two key categories: student Difficulties in formulating research questions, and teacher's supportive role in guiding question formulation.

Student difficulties in formulating research questions was a major category, participants reported that students struggled to develop questions that were specific, unambiguous, and consistent with research objectives. Challenges included generating broad or general questions, difficulty narrowing inquiries, ambiguity and grammatical errors, and limited understanding of the qualitative nature of research. Many students lacked experience with research writing, relying on surface-level knowledge and approaching qualitative studies with a



quantitative mindset, which hindered the development of descriptive, interpretative, and experience-based questions.

Teacher's supportive role in guiding question formulation as the second category, teachers played a critical role in guiding students to create clear, focused, and meaningful questions. Key strategies included direct guidance in framing questions, use of instructional strategies to develop question-writing skills, and evaluating clarity and answerability to ensure questions were feasible and understandable. Teacher support helped students develop critical thinking, analytic skills, and practical, researchable inquiries.

As can be seen, effective research question formulation depended on addressing student preparation gaps through structured teacher guidance and iterative mentoring.

**Table 2. Experiences in Teaching Practical Research 1 (PR1) in terms of Formulation of Research**

CATEGORIES	THEMES
<b>Student Difficulties in Formulating Questions</b>	<ul style="list-style-type: none"> <li>• Tendency to Formulate Broad and General Research Questions</li> <li>• Struggles in Formulating Focused Research Questions</li> <li>• Student Difficulty with Qualitative Nature of Research Questions</li> </ul>
<b>Teacher's Supportive Role</b>	<ul style="list-style-type: none"> <li>• Need for Teacher Guidance in Question Formulation</li> <li>• Guidance Through Instructional Strategies</li> <li>• Checking Clarity and Answerability of Questions</li> </ul>

***Experiences in Teaching PR1 in terms of Development of Research Designs***

Participants shared their experiences teaching research designs in the PR1 revealed two major categories emerged from the participants' narratives: student confusion with research designs, and teachers simplified and guided teaching strategies.

Student confusion with research designs was the first category to emerge, most participants reported that students struggled to comprehend and differentiate research designs, particularly qualitative methods. Many had difficulty selecting an appropriate design for their study and explaining their reasoning.

This challenge reflected students' limited research experience and unfamiliarity with research writing, resulting in conceptual gaps that hindered their ability to apply theoretical knowledge effectively.

Teachers simplified and guided teaching strategies also emerged, to address these difficulties, teachers implemented strategies to simplify and contextualize research designs. They used practical examples, case studies, and localized scenarios to make abstract concepts more concrete.



Instruction was structured and step-by-step to promote clarity, engagement, and application, ensuring that students could understand research designs and apply them in their own studies.

**Table 3. Experiences in Teaching Practical Research 1 (PR1) in terms of Development of Research Designs**

CATEGORIES	THEMES
<b>Student Confusion with Research Designs</b>	<ul style="list-style-type: none"> <li>• Difficulty Distinguishing Qualitative Research Designs</li> </ul>
<b>Teachers' Simplified and Guided Teaching Strategies</b>	<ul style="list-style-type: none"> <li>• Use of Practical Examples to Aid Understanding</li> <li>• Teacher's Strategy of Localizing and Relating to Real-Life Situations</li> <li>• Use of Simplified Teaching Strategies</li> <li>• Utilizing Detailed Instruction</li> </ul>

***Experiences in Teaching PR1 in terms of Identification of Sampling Techniques***

The study revealed that participants experienced significant challenges teaching sampling techniques in PR1. Analysis of interview data generated two main categories: challenges in applying sampling methods, and teacher guidance and ethical emphasis.

Challenges in applying sampling methods was the first category to emerge, most participants reported that students struggled to understand and apply appropriate sampling techniques in their research.

Difficulties included unfamiliarity with various sampling methods and challenges in matching the method to the research design. Even with classroom instruction, students had limited prior experience, which hindered their ability to select and justify suitable sample approaches.

Teacher guidance and ethical emphasis also emerged; teachers addressed these challenges by providing targeted instruction, linking sampling techniques to research designs, and emphasizing ethical considerations such as consent and confidentiality.

They offered individualized guidance based on students' study designs and focused on practical, commonly used sampling methods, such as purposive and snowball sampling, to reduce confusion and enhance comprehension.

**Table 4. Experiences in Teaching Practical Research 1 (PR1) in terms of Identification of Sampling Techniques**

CATEGORIES	THEMES
<b>Challenges in Applying Sampling Methods</b>	<ul style="list-style-type: none"> <li>• Struggles in Applying Sampling Techniques</li> </ul>



**Teacher Guidance and Ethical  
Emphasis**

- Emphasis on Ethical Considerations in Sampling
- Teacher Guidance in Selecting Appropriate Sampling
- Teacher’s Strategy of Focusing on Practical Sampling Techniques

***Experiences in Teaching PR1 in terms of Data Collection Process***

The study of teachers’ experiences in teaching PR1 during the data collection process revealed two main categories: student struggles in data collection and teacher support and monitoring.

Student struggles in data collection were the first category, participants reported that students frequently faced difficulties in acquiring data, particularly in qualitative research. Challenges included limited interviewing skills, overreliance on surveys, lack of confidence, and confusion about appropriate data-gathering strategies. Many students opted for simpler procedures that did not align with their research designs, reflecting unfamiliarity with research fieldwork and inadequate interpersonal and technical skills necessary for effective data collection.

Teacher support and monitoring also emerge; In response, teachers provided structured guidance, step-by-step instructions, and close monitoring to ensure students were prepared to collect accurate data. They assisted in developing and evaluating data-gathering instruments, offered emotional support, and reinforced skills throughout the process. Teacher supervision and mentorship were crucial in bridging knowledge gaps and helping students successfully conduct research in alignment with methodological requirements.

**Table 5. Experiences in Teaching Practical Research 1 (PR1) in terms of Data Collection Process**

CATEGORIES	THEMES
<b>Student Struggles in Data Collection</b>	<ul style="list-style-type: none"> <li>• Students’ Difficulty in Conducting Interviews</li> <li>• Students’ Challenges in Gathering Data</li> </ul>
<b>Teacher Support and Monitoring</b>	<ul style="list-style-type: none"> <li>• Teacher Guidance and Monitoring of Data Collection</li> <li>• Teacher Guidance in Preparing Research Instruments</li> <li>• Teacher’s Monitoring of Tools</li> <li>• Teacher Coaching and Step-by-Step Guidance</li> </ul>

***Experiences in Teaching PR1 in terms of Data Analysis***

The study of teachers’ experiences teaching PR1 in the data analysis process revealed two main categories: student difficulties in data analysis and teacher guidance and scaffolding.

Student difficulties in data analysis was the first category to emerge, participants reported that students struggled with coding, categorizing, and interpreting qualitative data. Many had difficulty identifying recurring themes, managing large volumes of data, and drawing meaningful conclusions.



The abstract and interpretative nature of qualitative analysis, combined with limited prior knowledge and analytical skills, made data analysis one of the most challenging stages of the research process.

Teacher guidance and scaffolding also emerged; teachers addressed these challenges by providing organized support, emphasizing thematic analysis, and reinforcing the importance of credibility and trustworthiness in findings. They employed scaffolding techniques, modeling step-by-step coding, categorization, and pattern identification. These strategies helped students systematically manage qualitative data, develop analytical competence, and participate meaningfully in the analysis process.

**Table 6. Experiences in Teaching Practical Research 1 (PR1) in terms of Data Analysis**

CATEGORIES	THEMES
<b>Student Difficulties in Data Analysis</b>	<ul style="list-style-type: none"> <li>• Student's Struggles with Coding and Theme Development</li> <li>• Data Analysis as the Most Difficult Stage</li> <li>• Students' Struggles with Transcripts</li> </ul>
<b>Teacher Guidance and Scaffolding</b>	<ul style="list-style-type: none"> <li>• Teacher Emphasis on Thematic Analysis</li> <li>• Teacher Emphasis on Trustworthiness</li> <li>• Teacher Scaffolding in Data Analysis</li> <li>• Teacher's Role in Teaching Focus on Pattern</li> </ul>

**Teaching Strategies Employed in Teaching PR1**

The responses from each of the participants in teaching PR1 revealed three main categories of teaching strategies: experiential and contextual learning, collaborative and interactive approaches, and scaffolding and structured guidance.

Experiential and contextual learning was the first category to emerge, teachers connected research concepts to students' real-life experiences and familiar contexts to enhance understanding.

Strategies included using practical examples, integrating research across subject areas, exposing students to research conferences, and leveraging technological tools. These methods allowed students to apply research principles in meaningful ways, deepening comprehension and motivation.

Collaborative and interactive approaches also emerged, teachers encouraged active engagement, teamwork, and peer learning to improve understanding and build confidence. Group discussions, collaborative projects, and game-based learning made research less intimidating while promoting communication, idea sharing, and cooperative problem-solving.

Scaffolding and structured guidance was the last category; teachers provided structured support to help students grasp complex research concepts. Strategies included step-by-step scaffolding, templates and writing guides, and



exemplars from past studies, enabling students to organize ideas, follow academic conventions, and develop well-structured research papers.

**Table 7. Teaching Strategies Employed in Teaching PR1.**

CATEGORIES	THEMES
<b>Experiential and Contextual Learning</b>	<ul style="list-style-type: none"> <li>• Use of Real-Life Examples to Aid Understanding</li> <li>• Use of Content-Based Instruction (CBI)</li> <li>• Integration of Research Concepts Across Subjects</li> <li>• Use of Research Congresses as a Teaching Strategy</li> <li>• Use of Technology and Podcasting in Teaching</li> </ul>
<b>Collaborative and Interactive Approaches</b>	<ul style="list-style-type: none"> <li>• Use of Game-Based Learning</li> </ul>
<b>Scaffolding and Structured Guidance</b>	<ul style="list-style-type: none"> <li>• Use of Scaffolding in Teaching</li> <li>• Providing Templates and Guides</li> <li>• Use of Exemplars from Past Studies</li> </ul>

***School Policies and Available Resources in Teaching PR1***

The study of teachers' experiences revealed how institutional factors influenced the teaching of PR1, with three main categories emerging: institutional constraints, coping mechanisms, and positive institutional support.

Institutional constraints were the first category, participants reported that limited school resources, inadequate facilities, and poor internet connectivity restricted their capacity to teach PR1 effectively. The absence of updated research materials, insufficient classrooms or computers, and reliance on free online sources hindered students' access to relevant literature and complicated instruction. These constraints challenged teachers' ability to deliver thorough, high-quality research education.

Coping mechanisms also emerged, teachers responded with creativity, flexibility, and adaptability. They adjusted deadlines, maximized available resources, and used digital tools to supplement institutional limitations. Strategic classroom management, inventive use of accessible materials, and online resources allowed teachers to maintain learning continuity and support students despite institutional challenges.

Positive institutional support was the last category; in some schools, institutional provisions such as ICT resources, research colloquia, professional development opportunities, and administrative encouragement enhanced teaching and learning. These forms of support reduced technological and resource barriers, promoted teacher growth, and facilitated effective PR1 instruction.



*Table 8. School Policies and Available Resources in Teaching PR1*

Categories	Themes
<b>Institutional Constraints</b>	<ul style="list-style-type: none"> <li>• Reliance on Free but Unreliable Internet Sources</li> <li>• Inadequate Facilities</li> <li>• Lack of Clear Research Output Guidelines</li> <li>• Poor Internet Connectivity as a Limitation</li> <li>• Limited Access to Research References</li> </ul>
<b>Coping Mechanisms</b>	<ul style="list-style-type: none"> <li>• Teacher Resourcefulness and Creativity</li> <li>• Teacher and Student Adaptability</li> <li>• Utilization of ICT as a Coping Mechanism</li> <li>• Coping by Adjusting Expectations</li> </ul>
<b>Positive Institutional Support</b>	<ul style="list-style-type: none"> <li>• Availability of Technological Support</li> <li>• Presence of Research Colloquia and Journals</li> <li>• Availability of Research Trainings</li> <li>• Administrative Support for Innovation</li> </ul>

***Support Mechanisms Utilized to Help in Teaching PR1***

The support mechanisms utilized by the participants for teaching PR1, as gathered from their responses revealed two main categories: limited or weak support and teacher initiative and collaboration.

Limited or weak support was the first category, participants reported that administrative assistance for research teaching was often minimal and inconsistent. Limitations stemmed from administrators’ lack of research experience, inadequate resources, and an unsystematic support structure. This left teachers largely responsible for managing research instruction independently, highlighting gaps in institutional backing.

Teacher initiative and collaboration also emerge; in response to limited institutional support, teachers relied on their own efforts and collegial networks. They actively sought resources, provided peer assistance, and established informal collaborations to sustain research instruction. These strategies demonstrated teachers’ resourcefulness and teamwork in compensating for administrative gaps and ensuring continuity in PR1 teaching.

In the final analysis, teacher initiative and collaborative efforts were essential coping strategies that helped maintain effective research education despite limited institutional support.

**Table 9. Support Mechanisms Utilized to Help in Teaching PR1**

CATEGORIES	THEMES
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<b>Limited/Weak Support</b>	<ul style="list-style-type: none"> <li>• Lack of Administrative Research Competence</li> <li>• Lack of Research Materials Despite Support</li> <li>• Inconsistent Administrative Support</li> </ul>
<b>Teacher Initiative and Collaboration</b>	<ul style="list-style-type: none"> <li>• Reliance on Teacher’s Own Initiative</li> <li>• Collegial Collaboration</li> </ul>

**Realizations in Teaching PR1**

Three major categories emerged from the data: adaptability and creativity in teaching, challenges and limitations, and authentic and process-oriented assessment.

Adaptability and creativity in teaching was the major category; teachers emphasized the need to respond to students’ diverse learning needs and varying levels of preparation. Strategies included connecting research to real-life contexts, simplifying and scaffolding lessons, and being sensitive to students’ backgrounds and academic experiences. These approaches allowed students to engage meaningfully with research concepts and demonstrated the importance of flexibility, step-by-step guidance, and supportive instruction in fostering student potential.

Challenges and limitations also emerged, participants noted several constraints in teaching PR1, including the time and patience required for guiding students, the inherent difficulty of the subject for students with minimal research experience, large class sizes, heavy workloads, and students’ weak foundational skills in research. These challenges highlighted the demanding nature of teaching PR1 and underscored the need for careful planning, perseverance, and adaptive strategies to manage classroom realities.

Authentic and process-oriented assessment was the last category; teachers recognized the importance of evaluating students based not only on final outputs but also on their progress throughout the research process. Individualized assessment, ongoing feedback, and emphasis on process-based learning were essential for supporting student growth, enhancing research competencies, and fostering authentic engagement with PR1 tasks.

Given these points, effective PR1 teaching relied on teachers’ adaptability, creativity, and thoughtful assessment practices, which helped balance instructional demands with student needs and fostered meaningful research learning.

**Table 10. Realizations in Teaching PR1**

CATEGORIES	THEMES
<b>Adaptability and Creativity in Teaching</b>	<ul style="list-style-type: none"> <li>• Differentiated Learning Needs</li> </ul>



	<ul style="list-style-type: none"> <li>• Connecting Research to Real-Life Context</li> <li>• Needs for Simplification and Scaffolding</li> <li>• Students' Potential When Properly Guided</li> <li>• Needs for Sensitivity to Student Needs</li> <li>• Importance of Adaptability</li> </ul>
<b>Challenges and Limitations</b>	
	<ul style="list-style-type: none"> <li>• Importance of Time and Patience in Teaching Research</li> <li>• Teaching PR1 as a Challenging Subject</li> <li>• Challenges Due to Class Size</li> <li>• Realization of Heavy Workload in PR1</li> <li>• Needs for Strong Research Foundation</li> </ul>
<b>Authentic and Process-Oriented Assessment</b>	<ul style="list-style-type: none"> <li>• Importance of Process-Oriented Assessment</li> <li>• Needs for Individualized Assessment</li> <li>• Emphasis on Process-Based Assessment</li> </ul>

### **Recommendations for Teaching PR1**

The participants' recommendations for teaching PR1 revealed three main categories: instructional recommendations, assessment recommendations, and structural/institutional recommendations. These categories indicated how teachers envisioned enhancing PR1 delivery through better teaching, more equitable assessment processes, and more institutional support.

Instructional recommendations were highlighted as major category, teachers emphasized the use of creative, student-centered methods to make research engaging and meaningful. Strategies included connecting research to real-life applications, simplifying concepts and using bilingual instruction, providing templates and exemplars, giving clear step-by-step instructions, integrating gamification, and leveraging technology such as digital tools and platforms. These approaches aimed to make research instruction practical, accessible, and motivating for students.

Assessment recommendations also emerged, participants highlighted the importance of formative, transparent, and student-centered evaluation. Key strategies included balancing assessment between process and product, providing continuous and constructive feedback, incorporating peer review, using rubrics for clarity, and implementing collaborative monitoring of student outputs. These practices emphasized ongoing learning, active participation, and fair evaluation in PR1.

Structural/institutional recommendations were also emphasized; teachers recommended stronger institutional support and teacher development to facilitate research instruction. Suggestions included reducing workload to allow focus on research, providing professional development and training for teachers, and decreasing class sizes to improve monitoring, feedback, and learning conditions. These structural measures aimed to create a more conducive and supportive environment for both teachers and students.



In the final analysis, the recommendations reflected a shared vision of making PR1 teaching more engaging, equitable, and effective through instructional innovation, responsive assessment, and institutional empowerment.

**Table 11. Recommendations for Teaching PR1**

CATEGORIES	THEMES
<b>Instructional Recommendations</b>	<ul style="list-style-type: none"> <li>• Connecting Research to Real-Life Applications</li> <li>• Use of Simplification and Bilingual Instruction</li> <li>• Use of Templates and Exemplars</li> <li>• Clear and Step-by-Step Instructions</li> <li>• Use of Gamification in Teaching Research</li> <li>• Use of Technology in Research Teaching</li> </ul>
<b>Assessment Recommendations</b>	<ul style="list-style-type: none"> <li>• Balanced Assessment (Process and Product)</li> <li>• Recommendation for Continuous and Constructive Feedback</li> <li>• Emphasis on Ongoing Assessment</li> <li>• Peer Review in Assessment</li> <li>• Transparency in Assessment Through Rubrics</li> <li>• Continuous Monitoring of Student Outputs</li> <li>• Recommendation for Collaborative Assessment</li> </ul>
<b>Structural/Institutional Recommendations</b>	<ul style="list-style-type: none"> <li>• Need to Lessen Workload for Research</li> <li>• Recommendation for Teacher Capacity-Building</li> <li>• Recommendation to Reduce Class Sizes</li> </ul>

## DISCUSSION

The findings of this study provide a thorough analysis on Filipino teachers' experiences in teaching PR1 and guiding students to conceptualize research topics revealed three main categories: student-related challenges, teacher guidance, and unique institutional contexts. Students struggled to identify and narrow topics due to limited exposure to social issues, critical thinking skills, and research background. Teacher guidance, including brainstorming, consultations, and early literature reviews, helped refine broad ideas into specific, achievable topics. Instructional strategies were also tailored to each school's resources and student profiles, highlighting the importance of contextual and scaffolded approaches for effective PR1 instruction (Flores, 2024; Ulla, 2018).

Moreover, teachers reported challenges in guiding students to develop clear, focused, and rigorous research questions. Students often presented broad, ambiguous, or poorly structured questions, reflecting limited understanding of qualitative research principles. Teachers addressed these difficulties through supervision, explicit instruction, iterative feedback, and alignment between research questions and objectives, reinforcing the



importance of realistic, ethical, and methodologically sound question design (Creswell, 2020; Marshall & Rossman, 2020; Saldana, 2020).

Furthermore, students struggled to distinguish and select appropriate research designs, particularly qualitative ones, due to insufficient prior experience. Teachers employed simplified, context-specific strategies, including practical examples, localization of content, and step-by-step scaffolding. These strategies promoted comprehension, motivation, and research literacy, reflecting guided learning principles (Meredith et al., 2024; Vygotsky, 1978).

For instance, students faced challenges in understanding and applying sampling methods, including differentiating probability and non-probability techniques. Teachers provided guidance in matching sampling methods to research objectives and emphasized ethical considerations such as consent and confidentiality. Practical instruction and scaffolding strengthened students' confidence and methodological understanding (Flores & Santos, 2020; Salazar, 2021).

Data collection posed challenges in qualitative research due to students' limited interviewing skills, methodological confusion, and reliance on easier methods like surveys. Teachers provided structured support, including mock interviews, simulations, and ongoing monitoring, combined with ethical guidance. These strategies facilitated skill development, confidence, and research competence (Balagtas, 2020; Salazar, 2021).

Students struggled with coding, classifying, and interpreting qualitative data, often overwhelmed by the abstract and complex nature of analysis. Teachers employed thematic analysis, modeling, and scaffolding to enhance comprehension, analytical ability, and trustworthiness of findings (Flores & Santos, 2020; Ulla, 2018).

Despite these challenges, teachers used a combination of experiential learning, collaborative approaches, and structured scaffolding to address diverse student needs. Contextualization, peer collaboration, gamification, technology use, step-by-step instructions, and exemplars enhanced engagement, comprehension, and independence, promoting methodological rigor and quality outputs (Flores & Santos, 2020; Salazar, 2021; Ulla, 2018).

Institutional factors significantly influenced PR1 instruction, with three key categories emerging: institutional constraints, coping mechanisms, and positive support. Resource limitations and infrastructure challenges hindered instruction, but teachers adapted using creative strategies, digital tools, and lesson modifications. Positive support, such as ICT access, workshops, and administrative encouragement, enhanced instructional effectiveness (Almonte & Javier, 2019; Villanueva, 2020; Mendoza & Lim, 2019).

In addition, teachers relied on institutional and collegial support. Limited administrative guidance and resources were mitigated through teacher initiative and collaboration, including peer networks and shared materials, which maintained instructional quality despite systemic shortcomings (Garnu & Delos Reyes, 2022; Lopez & Cruz, 2023).

Furthermore, teachers recognized the need for adaptability and creativity, responding to diverse student abilities, integrating contextualized learning, and simplifying lessons through scaffolding. Challenges included student unpreparedness, large classes, time constraints, and workload, highlighting the need for foundational research skills and early curriculum alignment. Assessment practices emphasized process-oriented, formative, and individualized evaluation, promoting iterative learning and student growth (Flores & Santos, 2020; Ulla, 2018; Deng, 2020).

Finally, recommendations fell into three categories: instructional, assessment, and structural/institutional. Instructionally, teachers suggested student-centered, real-life applications, simplified language, step-by-step guidance, templates, gamification, and technology use. Assessment strategies focused on formative, transparent, process-and-product balanced evaluation, continuous feedback, peer review, and rubrics. Structurally, recommendations included reducing teacher workload, providing professional development, and lowering class sizes to improve individualized support and instructional quality (Kolb, 1984; Black & Wiliam, 1998; Flores & Santos, 2020; Ulla, 2018).

### Emerging Framework

The framework organizes participants lived experiences in teaching Practical Research 1 (PR1), with the emerging circle representing the transition from challenges in concept development, research questions, research design, sampling, data collection, and analysis to solutions. Lower ovals illustrate structured guidance, teaching strategies, school interventions, collaboration, and outcomes, highlighting adaptability, creativity, and future recommendations.



Figure 7. The Emerging Framework of the Lived Experiences of Senior High School English Teachers in Teaching PR



## CONCLUSION

1. Participants routinely experienced student challenges in early PR1 phases, showing foundational skills deficits; learners struggled to narrow topics, craft clear questions, and distinguish qualitative from quantitative paradigms due to limited experience, analytical skills, and research background.
2. Students were uncertain about sample types, struggled with data collection, especially interviews, and faced major issues in coding, categorizing, and understanding qualitative data.
3. Participants used hands-on, cooperative, and scaffolded methods, connecting research to real-world challenges, using interdisciplinary lessons, technology, and research seminars to make abstract subjects approachable.
4. Institutional factors shaped PR1 teaching; insufficient resources, limited internet, and poor facilities hindered delivery, but teachers adapted using digital platforms, flexible schedules, and available technology.
5. Support mechanisms relied on administration and collegial collaboration; limited administrative help was offset by personal initiative, peer mentorship, and collaborative resource sharing, while strong institutional support improved preparedness and motivation.
6. Teaching PR1 required flexibility, creativity, and patience; connecting concepts to real-world contexts, applying scaffolding, and tailoring motivation strategies improved comprehension despite large classes.
7. To improve understanding, participants recommended creative, student-centered methods emphasizing real-world integration, simplification through multidisciplinary methods, scaffolding with templates and guides, gamification, and technology.

## RECOMMENDATIONS

Based on the analysis of the participants' responses, the following recommendations were made:

1. Teachers and schools should provide organized, ongoing support to help students overcome PR1 challenges. Orientation seminars and guided consultations should assist in selecting relevant research topics, with suggested themes, clear guidelines, models, templates, peer reviews, and continuous feedback ensuring questions align with objectives. Research designs should be simplified with case studies, visual aids, real-world examples, and guided exercises, supported by teacher training. Frequent monitoring, check-ins, and practice exercises should boost confidence in data collection, while practical training and workshops help students understand quantitative and qualitative data, including gamified techniques.
2. Administrator support through resources, tools, professional development, time, facilities, and manageable workloads enhances teaching effectiveness and morale. Mentoring further improves PR1 delivery. Instruction should be flexible, dynamic, and student-centered, with teachers adapting strategies to students' unique abilities and contexts.
3. Future researchers should explore innovative PR1 teaching methods, including technology, gamification, and differentiated instruction, and examine their effects on student confidence, research skills, and overall learning outcomes in various educational settings.

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