The learning system of the country is developing through the offering of K to 12 Basic Education Program. This system is composed of additional two years of studying where the students are required to take senior high school specifically the Grade 11 and Grade 12 for them to graduate and to earn their diploma. In taking senior high school, the students are required to learn various courses. One of the most difficult subjects to be encountered by them is the Practical Research where it is crucial as the students will improve critical thinking and problem-solving. Research plays an essential role in the society as it helps in discovering intervention for a certain problem. Thus, the teachers should assure the quality of the instruction of the Practical Research to establish and open new understanding that will benefit not only a certain locale but the society as well.

According to Bocar (2013), research is a step-by-step process of investigation that observes validity and accuracy. However, research as a subject is undeniably difficult for most of the teachers and students as they need to become critical regarding its processes. The students are becoming unmotivated or uninterested in accomplishing it and the teachers are finding it hard to instruct among them as the research study is time-consuming. They have a limited time allotment to achieve and accomplish the different competencies needed. As mentioned by Pearson (2016), the teachers should know how to manage the lesson well. It should be specific, measurable, attainable, result-oriented and time-bound in order for the teacher to develop the abilities and learning of the students. Hence, the teacher quality in instructing research subject really matters as they are the instruments to engage, motivate, and impart knowledge.
In learning Practical Research, most of the students are having negative impression regarding the subject. They perceive it as difficult to accomplish. The students particularly the non-native English speakers are experiencing language barrier which hinders them to conduct research study. Writing skill and critical thinking skill are the essential abilities to develop among them. Thus, the research teachers should be wise in choosing the appropriate teaching strategies and using the effective instructional materials.

Some teachers admitted that they are having difficulties in teaching Practical Research courses as they have insufficient knowledge and experiences with regards to the subject. Moreover, as the teachers are encountering large number of students inside the classroom, the students cannot grasp the concepts easily. The senior high school learners particularly the Grade 11 are not yet oriented with the subject and do not have enough resources to rely on. Hence, the teachers are looking for their own resources to use and they are trying to cater the students’ individual differences.

In the Republic Act No. 10533 or commonly known as “An Act Enhancing The Philippine Basic Education System By Strengthening Its Curriculum And Increasing The Number Of Years For Basic Education, Appropriating Fund Therefor And For Other Purposes” under Section 5, the basic education is intended to meet the basic needs of every student which may provide and serve as the foundation for the progression of their learning. The curriculum description for the course “Practical Research 1” is to enhance the critical thinking and problem-solving skills of the students through qualitative research. Thus, the teachers should really use appropriate strategies to maximize the students’ learning about the research study.
References:

