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TRANSFORMING CLASSROOMS: TEACHER'S EXPERIENCES AND JOURNEYS TOWARD INCLUSIVE EDUCATION

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INTRODUCTION

Inclusive education aims to integrate all students into regular, age-appropriate classes within their local schools, ensuring they receive the necessary support to participate fully in school life. This approach involves designing educational environments and programs that accommodate diverse learning needs.

In the Philippines, Republic Act No. 11650 supports inclusive education by establishing inclusive learning resource centers and prohibiting the denial of admission based on disability. DepEd Order No. 44 further outlines the direction for Special Education Programs to ensure quality education for learners with disabilities in both public and private schools.

Globally, inclusive education is based on principles of social justice, addressing inequalities and discrimination. Initially focused on disability and special needs, it now embraces diversity among all students. Despite the global emphasis on inclusive education, traditional educational structures often pose barriers, and many teachers feel unprepared to meet the needs of students with disabilities.

In the U.S., the Individuals with Disabilities Education Act (IDEA) mandates a free and appropriate education for all students, with inclusion programs as a key strategy for fulfilling this obligation. However, there is a lack of research on how teachers implement inclusive practices in classrooms and their impact on student retention.

This study aims to explore teacher practices in inclusive classrooms and their effect on student retention, providing insights for improving teaching strategies to address diverse learning needs.

This study generally aimed to investigate the experiences and practices of receiving teachers in inclusive education in Division of Biliran.

Specifically, this seeks to answer the following:

1. What are the experiences of receiving teachers in schools implementing full inclusion and partial inclusion of inclusive education?
2. What are the practices of receiving teachers in schools implementing full inclusion and partial inclusion of inclusive education?
3. What are the challenges of receiving teachers in schools implementing full inclusion and partial inclusion of inclusive education?
4. What are the coping mechanisms of receiving teachers in schools implementing full inclusion and partial inclusion of inclusive education?
5. How may a contextualized framework be designed for the full implementation of inclusive education?

Theoretical Framework. The present study is grounded in Horkheimer's critical theory (1972), which asserts the necessity of inclusive school curricula that recognize individual differences such as racial backgrounds and social objectives. This innovative approach to curriculum design has transformed the roles of teachers and students within contemporary educational settings, fostering critical thinking skills among students. Critical theorists have consistently aimed to differentiate their objectives, methodologies, theories, and modes of explanation from conventional paradigms in both the natural and social sciences. They advocate for an integrated approach to social inquiry, emphasizing the need to combine philosophy with the social sciences rather than treating them as separate entities. This integration encompasses various aspects such as explanation and understanding, structure and agency, as well as regularity and normativity.

Content Highlights

- 1 **TRANSFORMING CLASSROOMS: TEACHER'S EXPERIENCES AND JOURNEYS TOWARD INCLUSIVE EDUCATION**
- 2 **LIFE-WORLD OF SENIOR HIGH SCHOOL LEARNERS: EXPLORING LEARNING ENGAGEMENT AND COPING MECHANISMS**

Furthermore, Kubler-Ross (1969) introduced the concept of the five stages individuals typically undergo following the death of a loved one, which applies to family members, friends, or close acquaintances. Hamilton (2016) explains, "Kubler-Ross proposed the 'stage theory,' wherein grief unfolds through a series of predictable stages, including shock and denial, anger, resentment and guilt, depression, and ultimately acceptance." In essence, Kubler-Ross's model holds significant value as it aids individuals in comprehending both themselves and others. The broad applicability of the Kubler-Ross model extends to various scenarios, including, in my perspective, educators coping with significant changes within their classrooms.

The results of the study will be beneficial to the different personalities in the Department of Education for an effective implementation of inclusive education.

Teachers. As the prime movers of education, teachers will benefit from this study as it provides guidance on observing teaching and learning in inclusive classrooms. This will enable them to utilize teaching approaches that cater to the diverse learning needs of students

School head. School administrators will find value in this study as it assists them in assessing teachers' practices in inclusive classrooms to ensure effective implementation and positive impacts on students. They can then provide ongoing monitoring, supervision, and technical assistance to teachers as needed.

Learners. Learners stand to gain from this study as they are the direct recipients of education. By connecting their learning interests to the teaching approaches employed by teachers, students can expect meaningful learning experiences throughout their educational journey.

Future Researchers. Future researchers can utilize the findings of this study as a baseline for drawing conclusions and making recommendations for their own research endeavors in the field of inclusive education.

This study aimed to explore the experiences and practices of receiving teachers involved in inclusive education within the Division of Biliran. The participants consisted of teachers from the Cabucgayan District during the academic year 2022-2023.

METHODOLOGY

This study follows a descriptive qualitative research approach using the phenomenological design. Qualitative research is characterized as "a situated activity that locates the observer in the world," where researchers aim to understand or interpret a phenomenon within its natural settings through various data sources and collection methods that lead to interpretation (Denzin & Lincoln, 2011). Phenomenologists aim to explore the lived experiences of a specific group of people to capture and describe their perceived realities within a certain context (Moustakas, 1994). Phenomenological research enables researchers to grasp the essence of human experience, providing a rich understanding of a particular phenomenon from the perspective of the participants involved. Hence, the chosen research design aligns well with the objectives of the study, which center on exploring the experiences of teachers in the full implementation of inclusive education. The phenomenological approach allows for an in-depth exploration of the lived experiences of teachers within the context of inclusive education. By delving into the perceptions, challenges, and insights of teachers, the study aims to provide a rich understanding of their experiences and perspectives in implementing inclusive practices. This qualitative approach enables researchers to capture the essence of teachers' experiences and gain valuable insights that can inform future practices and policies in inclusive education.

The study was conducted in the elementary schools of Cabucgayan District, Division of Biliran, during the school year 2022-2023. Specifically, the research focused on elementary schools that implement inclusive education practices. In Cabucgayan District Schools, inclusive education is practiced, welcoming children with various illnesses or conditions, including ADHD, Autism, and Physical Disabilities.

For this study, purposeful sampling was utilized to select participants based on predefined criteria. The research was conducted in Cabucgayan District, Division of Biliran, during the school year 2022-2023. Specifically, participants were chosen from elementary schools implementing inclusive education practices in the district. The criteria for selection included being a teacher actively involved in the implementation of inclusive education. This sampling approach allowed the researchers to gather insights directly from teachers who are directly engaged in inclusive education practices, ensuring that the perspectives and experiences of those closely involved in the implementation were captured effectively.

This study employed a structured interview guide as the primary tool for data collection. The interview guide was designed to explore the experiences of teachers involved in implementing inclusive education practices. Prior to its utilization, the interview guide underwent validation by experts to ensure its validity and effectiveness in eliciting relevant information. Suggestions and recommendations provided by the experts were carefully considered by the researcher in finalizing the instrument, aiming to enhance its clarity, comprehensiveness, and appropriateness for capturing the desired insights from the participants. This validation process helped to strengthen the credibility and reliability of the interview guide, ultimately contributing to the overall quality of the data collected. Before initiating data collection, the researcher submitted a formal letter request along with the interview questions to the Schools Division Superintendent for approval. Once approval was granted, face-to-face interviews were conducted with the target participants. During the interviews, the researcher gathered the necessary information based on the identified problems of the study. To ensure accuracy and thoroughness, the interviews were recorded and subsequently transcribed. The data collected were then coded for analysis, allowing for the identification of key themes. These themes were further analyzed and discussed to interpret the results and draw conclusions relevant to the study's objectives. This systematic approach facilitated a comprehensive exploration of the experiences of teachers implementing inclusive education practices, contributing to the depth and richness of the study findings.

In qualitative research, data analysis and interpretation are essential processes aimed at uncovering and understanding the voices and stories of the selected participants. As researchers do not pre-determine the themes that may emerge from the data, ongoing analysis is recommended by Merriam (2009) to facilitate an evolving understanding of the research questions. Without continuous analysis, data can become unfocused and overwhelming, making it challenging to derive meaningful insights. The interpretation of data in qualitative research is influenced by researchers' personal experiences, instincts, and emotions, necessitating reflection throughout the process (Wolcott, 2009).

In this study, after the recorded interviews were transcribed, the data were analyzed to identify prevailing themes through coding and categorization of the essential meanings of the teachers' responses. Various methods were employed to ensure the credibility of the findings. Direct quotes from the teachers were utilized to enhance the credibility of the findings and conclusions, providing authentic voices to support the interpretation of the data.

Thematic analysis was employed by the researcher to analyze the qualitative data gathered in this study. Following the framework proposed by Clarke and Braun (2013), six phases of thematic analysis were followed: Phase One: Familiarization of data. The researcher immersed themselves in the data, reading and re-reading it to become intimately familiar with its content. Initial analytic observations were noted during this phase. Phase Two: Coding. Pithy labels were generated to represent essential features relevant to the research question guiding the analysis; Phase Three: Searching for themes. Similarities in the coded data were identified, grouping them into potential themes; Phase Four:

Reviewing themes. The identified themes were reviewed to ensure they accurately reflected the coded extracts and the entire data set; Phase Five: Defining and naming themes. Each theme was analyzed in detail, identifying its essence and constructing a concise, informative name for it; Phase Six: Writing up. The analytic narrative and data extracts were woven together to present a coherent and persuasive story about the data. The



findings were contextualized in relation to existing literature to provide a comprehensive understanding. By following these six phases, the researcher was able to systematically analyze the qualitative data and derive meaningful themes that contributed to the overall findings of the study. The researcher ensured the strict observance of ethical considerations throughout the conduct of the study, including anonymity, autonomy, confidentiality, and informed consent. Participants were fully informed about the purpose of the study and treated with utmost respect, prioritizing their importance over the research itself. The convenience of the participants was also considered, particularly in the current setting, with the researcher visiting and initiating the interviews. Data gathered were treated as confidential and solely for research purposes, with audio and video recordings deleted upon completion of the analysis to uphold participants' privacy and confidentiality.

From an epistemological standpoint, researchers employing qualitative methodologies strive to immerse themselves in the experiences of their participants to gain a comprehensive understanding. By observing participants in various contexts and angles within their natural environments, researchers aim to capture the richness and depth of their experiences. This approach acknowledges that knowledge is constructed through the subjective experiences of individuals (Creswell, 2013). However, researchers must also recognize their own biases, perspectives, and prejudices, which may influence the research process and analysis. Creswell (2013) emphasizes the importance of openly acknowledging and reporting these biases to ensure transparency in the research process. Therefore, in conducting his study, it was imperative for me to critically reflect on my own biases and avoid shaping the research questions based on preconceived notions.

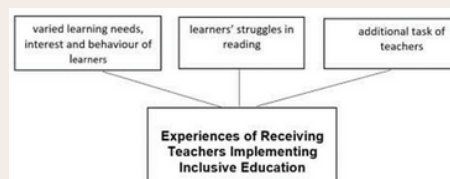
RESULTS AND DISCUSSION

In this chapter, the presentation, analysis, and interpretation of the results follow a linear structure, emphasizing the research questions, themes, meanings, and supporting evidence.

The focus is on highlighting the problems identified in the study, including the experiences of receiving teachers in schools implementing full inclusion of inclusive education, their practices, challenges encountered, and coping mechanisms. Each theme is explored in depth, drawing on the perspectives and experiences of the participants to provide a comprehensive understanding of the issues at hand. Through this structured approach, the chapter aims to elucidate the complexities and nuances inherent in the implementation of inclusive education from the perspective of receiving teachers.

Experiences of Receiving Teachers in Schools Implementing Inclusive Education
Theme 1- Different learning needs, interest and behavior of learners. Participants revealed that they usually experience varied learning needs and interest of learners.

....While they may physically the same as their peers, their cognitive abilities may differ differently. For these pupils, their brain may not possess the same level of capacity or processing capabilities as their grade level counterparts. (P1)



... You have to balance with regular students and students with learning disabilities. One of my experiences, While I was discussing my lessons my student with autism was tearing up my instructional materials. (P2)

... some of my pupil's express fear or discomfort about having a classmate with special needs. Specifically, I have encountered a pupil with Autism and behavioral disabilities who tends to disturb other students and even took their belongings, causing some of my other pupils to cry. (P3)

.... when it comes to providing individualized support to two pupils who are in the SPED class. These students require special treatment and one-on-one tutorials. (P4)

.... student started displaying aggressive behavior, including self- harming actions such as holding hurting body parts. Recognizing the seriousness of the situation. (P7)

.... designed to cater for the unique learning requirements of students with disabilities or exceptionalities. (P8)

Gee et al. (2020) highlight the tendency for learners with special educational needs (SEN) to decrease their interaction levels in segregated settings. Conversely, in inclusive environments, interactions tend to increase. Research highlights the importance of not only facilitating interactions between students with and without special needs but also equipping peers accompanying students with diverse needs with tools to manage interactive situations and offer necessary support (Carter et al., 2017).

Theme 2- Learners' struggles in reading. Another experiences of the teachers was the struggles of learners in reading.

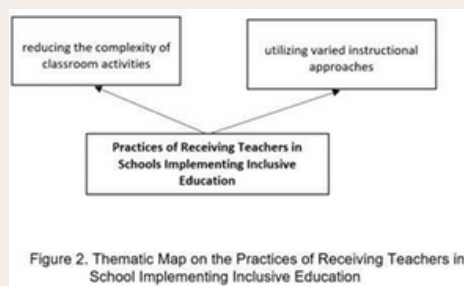
....disheartening to witness students who struggle with basic reading skills through the entire duration of the class. This is particularly true for pupils who are specific learning difficulties such as LD. (P5)

Theme 3- Additional task of teachers. Another experience of teachers in the implementation of inclusive education was additional task of teachers.

... implementing inclusive education have resulted in an additional heavy workload....(P6)

Practices of Receiving Teachers in School Implementing Inclusive Education
Several themes emerged through the analysis of the information gathered.

These include: reducing the complexity of classroom activities, and utilizing varied instructional approaches.



Theme 1- Reducing the complexity of classroom activities. One participant revealed that one of his practices in the implementation of inclusive education focused on reducing the complexity of classroom activities.

... it is essential to adapt and modify instructional materials to suit their individual learning requirements. Simplifying the items is a valuable strategy to ensure that LSEN's engage with the content and develop the necessary competencies... providing an appropriate level of challenge that aligns with the abilities of my students. (P1)

Theme 2- Utilizing varied instructional approaches. Another practice of teachers in inclusive education was utilizing varied instructional approaches. Some participants highlighted that:

Different kinds of activities should be provided to students especially those who may require more time or have a slower pace of learning. By offering varied activities teachers like me can cater to different learning styles, abilities, and needs. (P2)

Differentiated instruction is decisive when working with special education learners, as they often require individualized approaches to their instruction. We adjusted their activities to ensure that they are accessible and manageable for them to successfully complete. (P3).

... they have a one-hour session with the SPED teacher, during which they receive targeted instructions and support for the lessons they find challenging... (P4)

... We paired the fast learners to slow learners. The purpose of this strategy is to foster collaboration, peer support, and social interaction among students. (P5)

... We conduct pull-out sessions for LSENs, where they have a dedicated one-hour period each day to meet with our Sped teacher. During this time, the Sped teacher engages in extra discussions with the students and provides additional support tailored to their specific needs. These sessions also serve as an opportunity for the Sped teacher to assess the progress and development of the LSEN students. (P6)

.... giving the right directions to my learners. (P7)

... requires a different approach when it comes to managing disruptive behavior.. (P8)

Taole and Mncube (2012) further highlight classroom management challenges in the context of multi-grade teaching. They observed instances where while the educator focused on one group, the other group engaged in tasks independently, often without supervision. Many times, these tasks remained incomplete as the educator did not provide guidance or follow-up. The tasks seemed to serve merely to occupy students while the educator attended to the other group, with little regard for their completion or learning outcomes.

Challenges Met by Receiving Teachers in Schools Implementing Inclusive Education



The participants narrated the challenges they have met in the implementation of inclusive education. Themes emerged such as: limited time allocation for learners' individualized support, selection of the instructional resources, and stakeholders support.

Theme 1- Limited time allocation for learners' individualized support. Participants responded their challenge is on the limited time allocation for learners' individualized support.

....the limited time available within the schedule further exacerbates the challenges I face, particularly in providing individualized attention and support to LSEN's. It can be overwhelming in teaching all subjects and finding adequate time to address the specific needs of the students. While it may be difficult to find vacant time in my schedule, I need to explore creative strategies and techniques to optimize the time I have.....(P1)

.... We often have limited time within the regular classrooms schedule to devote to individualized support for LSENs. With numerous demands and responsibilities, finding additional time for remedial activities becomes a challenge, hindering the process of these students. (P4)

.... One of the challenges is managing our time. To effectively manage our time, it is helpful to invest in a daily planner and maintain a calendar to keep track of assignments, exam, and other important dates. Additionally, developing good study skills is essential for efficient time management. (P6)

Theme 2- Selection of instructional resources. Other participants stated that they are challenge on the instructional materials that they will be utilizing during instruction.

.... variety of instructional materials..... (P2)

... utilize special instructional material specifically designed to support LSENs. This includes visual aids, manipulatives, assistive technologies, or adapted learning materials.... (P3)

.... teaching instructions might not be suitable for my LSENS learners. However, later I observed that they now know how to count numbers and identify letters. It's a big plus for me because I am on the right path, giving the right directions to my learners. (P7)

Theme 3- Stakeholders support. Some of the participants mentioned that they have a challenge on gaining stakeholders support to sustain the implementation of inclusive education.

.... Lack of parental participation when parents do not actively engage in their child education. It can hinder the collaborative efforts between parents and teachers. Both of these challenges, the additional workload and lack of parental participation, can have implications for the quality of education and the overall well-being of students. Teachers may find it overwhelming to manage the workload effectively, while the lack of parental involvement may limit the potential benefits of home-school partnership. (P5)

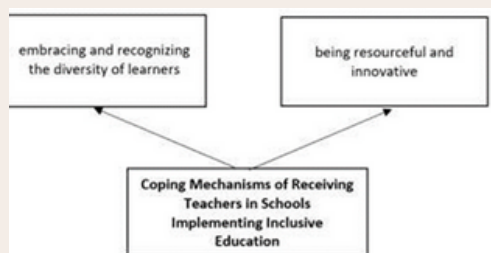
.... As of today, we warmly welcome individuals who wish to contribute to further improve our school. (P8)

According to the European Agency for Special Needs Inclusive Education (2011), active

participation of students is a crucial element in realizing the goal of inclusive education for all. The findings of this research review support this objective by demonstrating how interactive learning environments can enhance students' participation in shared learning settings, thereby promoting their learning and cognitive development.

Coping Mechanisms of Receiving Teachers in Schools Implementing Inclusive Education

Some of the coping mechanisms of receiving schools implementing inclusive education include embracing and recognizing the diversity of learners, and being resourceful and innovative.



Theme 1- Embracing and recognizing the diversity of learners.

Majority of the participants narrated that in order to successfully implement the inclusive education mandate, they need to embrace and recognize the diversity of learners.

.... we have passion for teaching so we have to accept any challenge in being a teacher. Acceptance of inclusive education is difficult but must be sustained.(P1)

Embracing the reality of inclusive education involves accepting and recognizing the diversity of students within the classroom and making necessary adjustments to create an inclusive and supportive learning environment. Embracing the reality of inclusive education requires a commitment to equity, collaboration, and continuous growth as a teacher. (P2)

.... recognizing that students with special needs are just as deserving of acceptance, respect, and support as any other students. It involves understanding that they are individuals with unique abilities, strengths and challenges and treating them with dignity and equity.... (P3)

... Accepting and acknowledging the diversity of pupils in the classrooms and making appropriate adjustments.... (P7)

Theme 2- Be resourceful and innovative. The participants responded that they find ways and means as their means of coping up with the challenges they have encountered in dealing with the varied learning aspirations of learners.

.... it is our responsibility to take the initiative and find ways to address the challenges in education, particularly in inclusive education.... (P4)

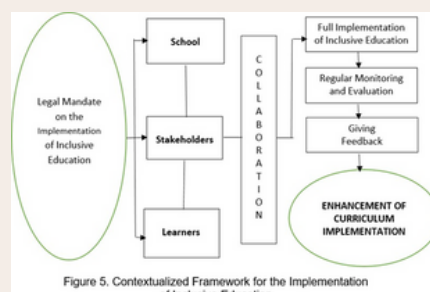
.... I take extra care to ensure that the lessons I provide each day are suitable and tailored to the unique needs of every child. I strongly believe that innovative teaching strategies are essential in meeting the diverse learning requirements of my students.... (P5)

.... continue going extra mile... (P6)

.... sense of fulfillment. It serves as a testament that our hard work and sacrifices have been worthwhile and have paid off. (P8)

Contextualized Framework for the Full Implementation of Inclusive Education.

Based on the findings of the study, the contextualized framework was developed to enhance the process for the full implementation of Inclusive education.



The framework depicts the implementation of inclusive education based on the study's findings. It highlights the importance of collaboration among learners, stakeholders, and schools for successful implementation. Therefore, higher authorities should provide monitoring and supervision to ensure that all necessary aspects are carried out in compliance with statutory requirements mandated by law.

RESULTS AND DISCUSSION

This study generally aimed to investigate the experiences and practices of receiving teachers in inclusive education in Division of Biliran.

Specifically, the findings answer the following questions:

- What are the experiences of receiving teachers in schools implementing full inclusion and partial inclusion of inclusive education? The experiences of receiving teachers in schools implementing full inclusion and partial inclusion of inclusive education include different learning needs and interest of learners, learners have struggles in reading, and additional task of teachers.
- What are the practices of receiving teachers in schools implementing full inclusion and partial inclusion of inclusive education? The practices of receiving teachers in schools implementing inclusive education namely: reducing the complexity of classroom activities and utilizing varied instructional approaches. What are the challenges met by receiving teachers in schools implementing full inclusion and partial inclusion of inclusive education? The participants mentioned the challenges they have met such as limited time allocation for learners' individualized support, selection of the instructional resources, and stakeholders support.
- What are the coping mechanisms of receiving teachers in schools implementing full inclusion and partial inclusion of inclusive education? The coping mechanism of receiving teachers in schools include embracing and recognizing the diversity of learners, and being resourceful and innovative.

Conclusion

After conducting a thorough analysis of the participants' responses, the findings uncovered key themes among teachers in schools implementing both full and partial inclusions of inclusive education. These themes include prioritizing learner assistance, utilizing diverse learning tools, grappling with a lack of understanding, accommodating learners with varying interests, and fostering an interactive learning environment. Regarding their practices, teachers emphasized strategic planning of the learning process, prioritization of deliverables, addressing individual learner needs, and maintaining continuous monitoring of student progress.



Recommendations

Based on the findings drawn from the study, the following recommendations are offered for consideration:

1. The division education program supervisor in-charge may conduct regular monitoring to schools to ensure that all deliverables are fully observed and implemented. Thus, they can also observe the needed facilities vital for the full implementation of inclusive education.
2. The school heads may include in the School Implementation Plan for procurement of equipment and instructional materials to be used during the teaching and learning engagement to make learning effective and efficient.
3. The teachers may always give feedback to the school head regarding their challenges encountered during the implementation of inclusive education to enhance its implementation. Moreover, they need to find time and exert more efforts to answer the demands of all learners.
4. Parallel studies may be undertaken in other, divisions, or regions to determine higher validity and reliability of results.

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LIFE-WORLD OF SENIOR HIGH SCHOOL LEARNERS: EXPLORING LEARNING ENGAGEMENT AND COPING MECHANISMS

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INTRODUCTION

Writing, as one of the macro skills, plays a crucial role in the learners' proficiency of English. It is a life skill which no one in the twenty first century can do without such. According to David R. Olson, University Professor Emeritus at the University of Toronto and an authority in the development of language and literacy, writing is one skill that a person should have to achieve literacy. With that, one's foundation and knack in writing becomes very integral in so many educational aspects especially in academic writing like research (Redrico et al., 2019). Research is a challenging craft. It requires adequate background knowledge, interest, and hard work. In the present time, research is introduced in senior high school as part of the K-12 curriculum implementation in the Philippines.

Senior high school program offers research as part of the curriculum that aims to provide senior high learners with opportunities to select study areas of interest and to pursue what they want to know through inquiry (Deysolong, 2023). This can potentially be vehicles for critical assessment and research skills development of every learner. Likewise, in State Universities and Colleges, most of the tertiary learners applied a research-based course in finishing their respective degree. Although the duration, study area and assessment method are different among the high schools, the common educational purpose is to provide opportunities leading to the development of research skills and basic skills necessary and served as training ground and preparation in the future.

On the same note, The K to 12 curricula of senior high school in the Philippines has three types of researches for the entire two - years: Practical Research I - the qualitative research and Practical Research II - Quantitative Research. Although it has to be a culminating activity, many of the senior learners still taking up the research subject. When they reach Grade 12, the Research Project or culminating activity is also one of their subjects. As a result, many of students are very bombarded with research requirements.

This qualitative study aimed to investigate the experiences of learners engaged in research projects, with a focus on understanding their learning processes, adaptive strategies in overcoming difficulties, and how these challenges impact their outcomes. Specifically, the study seeks to identify the obstacles encountered during research activities that affect student researchers and their outputs. By exploring these difficulties, the research aims to shed light on their effects and enable learners to recognize common research challenges. This understanding will empower them to develop effective coping mechanisms and propose solutions for future learners. The study was conducted as an initial investigation at Burauen Comprehensive National High School. By adopting an emic perspective, which considers the viewpoints of the learners themselves, educators can gain insight into why and how research activities contribute to meaningful learning experiences.

Furthermore, by identifying the learning engagement processes and challenges faced by learners during research activities, the study can offer practical insights to promote and support research opportunities for senior high learners at Burauen Comprehensive National High School.

The main purpose of the study is to determine the senior high school learners' learning engagement and adaptive strategies in the new normal. Specifically, this study seeks to answer the following questions:

1. What are the senior high school learners - participant background characteristics?
2. What are the senior high school learners' learning engagement in research-related subjects in the in-person classes?
3. What are the senior high school learners' adaptive strategies in research-related subjects in the in-person classes?

This qualitative research allows for a deeper, more empathetic understanding of learners' experiences and challenges, leading to more effective and targeted educational and support strategies.

Senior High School Learners: This study delves deeply into the nuanced, everyday experiences of senior high school learners offering a rich, detailed understanding of how they interact with their educational environment and manage their personal challenges.

Senior High School Research Teachers. The findings can offer educators detailed insights into learners' lived experiences and needs, guiding the development of more personalized and effective teaching strategies and support mechanisms tailored to learners' real-life challenges.

Policy Makers. Qualitative findings can provide nuanced evidence for policymakers, helping them understand the specific needs and experiences of learners. This can lead to more informed decisions about educational policies and support programs.

Parents'. By understanding learners' experiences and coping strategies, parents and guardians can gain a deeper appreciation of their children's challenges and strengths, allowing them to offer more targeted support and encouragement.

Future Researchers. This study contributes valuable qualitative data to the fields of adolescent development, educational psychology, and student well-being, providing a basis for future research and enhancing theoretical frameworks with real-world insights.

METHODOLOGY

Using a pre-designed set of semi-structured questions, in-depth interviews were conducted to collect the necessary information from participants to address the study's research problems.

Research Design

This qualitative phenomenological study explores the learning engagement and coping mechanisms of senior high school learners. Its primary aim is to identify and characterize the real-world challenges these learners face, particularly in relation to research subjects, and to understand how they overcome these challenges. Inspired by Creswell's (2013) framework, the study employs qualitative research methods, with a focus on phenomenology, to provide a detailed examination of learners' experiences and strategies.

Participants of the Study

Participants in this study were the Grade 12 senior high school learners who were enrolled in Practical Research 2 subject. The participants were chosen using the purposive sample technique, and they were all senior high school learners,



which was a defining attribute of the participants.

Further, purposive sampling was used in the study since it has undergone the process of selecting the participants that was not just based on the level or area, but was based on the specific purpose and the phenomenon being explored (Arikunto, 2010).

Data Collection Procedure

The primary data collection method for this study was in-depth interviews. The research process unfolded in several stages: obtaining approval, collecting data, and analyzing it in relation to the phenomenon using the interview guide. To ensure data accuracy and completeness, the researcher individually explained the interview's purpose to participants and ensured that all questions in the semi-structured interview guide were addressed. Following Diehl et al. (2011), the use of in-depth interviews allowed participants to speak in their native language, which facilitated a more authentic expression of their experiences and perspectives, thus enhancing the credibility of the results (Berger, 2011). Additionally, consent was obtained from the interviewees before recording their responses, which was crucial for the subsequent data analysis.

Data Analysis

The Collaizzi Method was utilized to interpret the participants' narratives through inductive thematic analysis, guided by Colaizzi's descriptive phenomenology approach. This method was employed to capture and represent the individuals' experiences, as well as to identify and explore emerging themes and their interconnections (Wirihana et al., 2018). The process began with qualitative research experts thoroughly reviewing, rereading, and cross-checking each participant's transcript to gain a comprehensive understanding of their experiences with the research subject.

Significant statements relevant to the study were then extracted from each transcript, with careful attention paid to page and audio numbers to ensure accurate transcription. Next, important phrases were organized into several sub-themes, which were subsequently analyzed to form overarching themes. The findings were synthesized into a detailed

description of the phenomenon, supported by relevant literature. The basic structure of the phenomenon was outlined, and finally, research participants validated the findings by comparing the researcher's descriptions with their own experiences, particularly regarding their abilities to in learning and crafting their research projects.

RESULTS AND DISCUSSION

The results of the interviews were categorized and transcribed in order to develop and portray the primary themes and subthemes. The participants learning engagement on research-related subjects includes igniting curiosity on research classes, diving into research classes, student engagement into research class. Also, the responses of the 15 participants in their quest to provide quality education to learning research as a subject revealed the following coping mechanisms: navigating the research labyrinth, resilient learning strategies, practical solutions to research success and effective study strategy.

In the presentation of results, they were tagged as SHS S1 or Senior High School Student 1 up to Student 10. These were italicized and the translations were enclosed in parenthesis. The quoted responses and feedback from the researcher were presented as supporting evidence.

Senior High School Learners' Learning Engagement in Research-Related Subjects in The In-Person Classes

In the context of this study, learning engagement refers to the level of active participation, interest, and investment that senior high school learners exhibit in research-related subjects during in-person classes. Hence, participants faced problems such as igniting curiosity on research classes, diving into research classes, student engagement into research class.

Theme 1 Igniting Curiosity on Research Classes

Encompasses the strategic creation of an educational environment that actively stimulates and nurtures learners innate curiosity and desire to explore complex research topics. This theme is grounded in

the understanding that fostering curiosity is integral to deep learning and academic engagement (Merbert, 2020). The integration of interactive and hands-on activities facilitates active learning, allowing learners to engage directly with the content and apply their knowledge in practical contexts.

The following are some of the participants' experiences:

Damo la tak nahibaru-an ha research bisan danay makulba tam teacher, pero kay interesting hiya nga subject asya curious ak permi hit amon lesson". [I've learned a lot from research, even though it can sometimes be challenging. But because it's such an interesting subject, I'm always curious about our lessons] SHS S1

"Actually, an research nga subject baga't diri harumamay labi na kun ginpapahimo nan title ngan ma defense na. Pero usa hiya nga interesting nga subject nga angay an estudyante sugad haamon nga seryosohon kay dako an iya gamit labi na oag mag College kami". [Actually, the research subject can be quite challenging, especially when you're asked to come up with a title and prepare for the defense. However, it is an interesting subject that students like us should take seriously because it is very useful, especially when we go to college] SHS S4

"Mas marisyo an research namon na subject kun by group talaga kay nagbuburbli kami ngan diri kami gindadak-an tam oag gasto, sanglit mas madagmit namon hiya matima labi nah an Grade 12 kay Quanti nam study". [Our research subject works better when done in groups because we collaborate and don't feel overwhelmed or stressed out. This way, we can complete it more quickly, especially in Grade 12 with quantitative studies] SHS S9

Inquiry-based learning plays a pivotal role in this process by encouraging students to ask probing questions, investigate answers, and engage in a self-directed learning journey. Such an approach not only deepens students' understanding but also empowers them to

take ownership of their learning (Worgan, 2023). By linking research topics to real-world applications, educators make the subject matter more meaningful and relevant, thereby sustaining students' interest and motivation.

Allowing students the autonomy to choose their own research projects further enhances intrinsic motivation, as it aligns learning with their personal interests and aspirations. Moreover, cultivating a growth mindset is essential, as it helps students view challenges as opportunities for learning rather than obstacles. Regular, constructive feedback supports this mindset by providing students with guidance on their progress and encouraging continuous improvement.

Theme 2 Diving into Research Class

To "dive into" research classes mean to fully embrace the challenges and opportunities these courses present. It involves actively engaging with the material through hands-on projects, experiments, and inquiry-based learning that foster critical thinking and problem-solving skills (Wang et al., 2024). The process encourages students to explore topics they are passionate about, develop their analytical abilities, and work collaboratively with peers.

This theme also acknowledges the dual nature of the research experience. On one hand, it provides students with valuable skills and insights that broaden their academic and professional horizons. On the other hand, it can be demanding, with rigorous expectations and deadlines that may cause stress. Despite these challenges, the theme underscores the significant rewards of the research journey, including the growth in knowledge, skills, and personal development.

The following are some of the participants' experiences:

"An mga klase ha research usahay makuri pero makalilipay. An mga hands-on nga projects ngan eksperiments nakakapabuhi han mga konsepto, nga nakakatabang gud ha pag-intindi han materyal. Naapreciat ko kon paonan-o an mga topiko nakakonekta ha mga problema ha tunay nga kalibutan, nga nagdadara ha akon hin motibasyon ngan pagkamot. Pero, usahay nagkakaproblema ako ha kakomplikado han mga pamaagi ha research ngan kinahanglan ko hin dugang nga suporta para hingpit nga maawatan ini". [Research classes have been both challenging and rewarding. The hands-on projects and experiments make the concepts come alive, which really helps me understand the material better. I appreciate how the topics are connected to

real-world problems, which keeps me motivated and engaged. However, I sometimes struggle with the complexity of the research methods and need extra support to fully grasp them] SHS S4

"Nakita ko nga an mga klase ha research nakakastimulate kay nag-uudyok ha akon nga mag-isip hin kritikal ngan magsaliksik hin mga bag-o nga ideya. An mga interactive nga diskusyon ngan an kagawasan nga pumili hin mga topiko ha research nga interesado ako nakapukaw gud han akon kuryosidad. Pero, usahay nakakabug-at an pagbalanse han trabaho ha research ngan iba nga akademiko nga responsibilidad. Pero, sa kabug-usan, nababatian ko nga an pagdive ha research nakapadako han akon abilidad ha pag-resolbar hin mga problema ngan nakapanwid han akon panan-aw." [I find research classes to be quite stimulating because they push me to think critically and explore new ideas. The interactive discussions and the freedom to choose research topics that interest me have definitely sparked my curiosity. On the downside, balancing research work with other academic responsibilities can be overwhelming at times. But overall, I feel that diving into research has enhanced my problem-solving skills and broadened my perspective] SHS S3

"An pag-apil ha mga klase ha research nagin usa nga makabulig nga eksperyensya. An pagtutok ha inquiry-based learning nagtutugot ha akon nga magdive hin madalum ha mga paksa nga interesado ako ngan mapauswag an akon analytical skills. Naa-enjoy ko an mga collaborative nga proyekto ngan an oportunidad nga ipresentar an akon mga nadiskubre. Pero, an mabug-at nga mga panginahanglan ha pag-conduct han research ngan an presyur ha pag-abot han deadlines mahimo nga makastres. Bisan pa man, an kahibalo ngan mga kahanas nga akon nakukuha takus gud han kahago." [Engaging in research classes has been a transformative experience. The focus on inquiry-based learning allows me to dive deeply into subjects I'm passionate about and develop my analytical skills. I enjoy the collaborative projects and the opportunity to present my findings. However, the rigorous demands of conducting research and the pressure of meeting deadlines can be stressful. Despite this, the knowledge and skills I gain are worth the effort] SHS S6

This theme emphasizes that research-oriented coursework is not just about

receiving information passively but actively participating in discovering and understanding complex concepts. By diving deeply into these classes, students embrace the challenges and opportunities presented, engaging with material through hands-on projects, experiments, and inquiry-based learning (Wessels, 2020). This active involvement fosters critical thinking, enhances problem-solving skills, and encourages collaboration, all while allowing students to explore topics they are passionate about.

However, this theme also acknowledges the demanding nature of the research experience. The rigorous expectations and deadlines associated with research classes can create stress, balancing the rewarding aspects of the journey. Despite these challenges, the benefits are substantial—students gain valuable skills, insights, and personal development that broaden their academic and professional horizons.

Theme 3 Student Engagement in Research-Intensive Courses

Active participation in research-intensive courses requires students to immerse themselves in a variety of research activities. This includes formulating research questions, designing experiments, collecting and analyzing data, and presenting findings. Students are expected to engage deeply with their topics, which often involves extensive reading, problem-solving, and collaboration with peers (Beanland et al., 2019). This hands-on approach not only helps students grasp intricate concepts but also builds essential skills such as analytical reasoning, data interpretation, and effective communication, which are crucial for their academic and professional growth.

The following are some of the participants' experiences:

"Marisyo inin na research class kay pog nakapa-check kana hit imo title ngan iba nga parts бага ka hin baltok na kitaon. Usa pa, damo nga challenges anay an gin-aagian para maging mas maupay an resulta han amon research". [Research class is highly enjoyable because having the opportunity to refine and scrutinize your title and other components gives a sense of accomplishment and intellectual growth. Moreover, the numerous challenges encountered throughout the process are valuable for enhancing the quality of our research outcomes] SHS S5

"Usa han amon the best experiences han research an subject kay danay kami naghihikalisang labi nah an harani na an amon defense kay makapoy ngan damo pa an arandamon". [One of our best experiences with the research subject was that we were always on the edge, especially as our defense approached. It was exhausting and required a lot of preparation] SHS 6

Tinuod gud man basta namamati han discussion kanan research diri ka kukurian paghimo han imo paper kay mayda man nimo igsusurat. An amon kasi grupo maupay an tasking asya madagmit kami makatima han amon tasks". [It's really true that when you listen to the discussions about research, you don't find it difficult to write your paper because you have something to write about. In our group, since the tasking is well-organized, we are able to complete our tasks quickly] SHS S8

Moreover, student engagement in research-intensive courses often involves overcoming significant challenges. Thus, the demanding nature of these courses requires students to manage their time effectively, balance multiple responsibilities, and navigate the complexities of research methodologies (Trolan, 2023). Hence, the process of addressing and overcoming obstacles fosters a sense of accomplishment and confidence in their research abilities.

Finally, fostering a supportive and stimulating environment is crucial for maximizing student engagement in research-intensive courses. As such, educators play a key role in this by providing guidance, feedback, and encouragement. Creating opportunities for students to collaborate, discuss their research with peers, and receive constructive criticism can enhance their learning experience and motivate them to excel. Additionally, integrating real-world applications and practical experiences into the curriculum helps students see the relevance of their research, further increasing their engagement and enthusiasm for the subject matter.

Theme 4 Navigating the Research Labyrinth

This metaphorical "labyrinth" represents the intricate pathways and challenges inherent in research activities, which can include everything from formulating research questions to data collection and analysis. Successfully navigating this labyrinth requires a combination of strategic planning, problem-solving skills, and persistence.

Students must develop a clear research plan, identify their objectives, and follow systematic steps to achieve their goals, all while adapting to the evolving nature of their research (Staff, 2024). One of the primary challenges in navigating the research labyrinth is managing the extensive and often overwhelming amount of information and tasks involved. Students need to sift through vast amounts of literature, select relevant sources, and integrate findings into their research framework.

The following are some of the participants' experiences:

"Han amon pag data gathering, grabe an nga challenges an amon gin agi-an ngan naka damo kami pagpa-edit han amon research questionnaire. Pero it was worth it kay nakapasar ngan dako an amon grade han defense na". [During our data gathering, we encountered significant challenges and had to make numerous revisions to our research questionnaire. However, it was worth it because we passed and received a high grade on our defense] SHS S7

"Han time na nag-cramming na kami han amon paper kay apra ma on-time an pag submit. Mas na-develop pa haamon grupo an kritikal thinking ngan ability to think well and dig deeper". [During the time when we were cramming to finish our paper to meet the submission deadline, our group developed our critical thinking skills and ability to think deeply and analyze more thoroughly] SHS S8

"Maupay ngay-an it naagi hin kakurian kay mas maupay an results han amon research. Dida han pag defense namon grabi gud an amon challenges labi nah an pag finalize hana mon paper kay damo an corrections han statistician. Pero nakaya namon kay nasunod man kami ahn ira mga suggestions". [It's actually good to go through difficulties because it leads to better results for our research. During our defense, we faced significant challenges, especially in finalizing our paper due to many corrections from the statistician. However, we managed to overcome this by following their suggestions] SHS Sio

Additionally, students must become adept at using various research tools and methodologies, which can be complicated and require considerable time to master. Effective time management and organizational skills are essential to ensure that each aspect of the research process is addressed thoroughly and

efficiently (Radovic et al., 2021).

Solely, successful navigation of the research labyrinth is facilitated by seeking guidance and support from mentors and peers. Engaging with advisors, attending workshops, and participating in academic discussions can provide valuable insights and feedback. Collaboration with fellow students also offers opportunities for sharing ideas, troubleshooting problems, and receiving constructive criticism.

Theme 5 Resilient Learning Strategies

Effective time management and organization are also critical components of resilient learning strategies, likewise developing a structured approach to studying and completing assignments helps students manage their workload and reduce stress (Calonia, 2023). Hence, time management allows students to allocate sufficient time for studying, problem-solving, and revision, which can mitigate feelings of overwhelm and enhance their ability to tackle academic challenges efficiently.

The following are some of the participants' experiences:

"Usa han amon nadevelope han Research subject an maging resilient nga bisan ano pa ka-ready an amon powerpoint labi nah an defense ngan manuscript, damo la gihapon an corrections pero na overcome man namon". [One of the things we developed from the Research subject is resilience. No matter how prepared our PowerPoint, defense, and manuscript were, there were still many corrections. However, we were able to overcome them] SHS S6

"Dapat gud an SHS student diri mabidu-on kaypara hakadto hin kaupayan labi na kunmag comment na an mga panelsists. Usa nga na developed haamon an pagiging resilient kay diri man hiya pwedi diri ig apply an mga suggestions, dapat ma follow gud han mga suggestions". [A SHS student should not be discouraged in order to achieve success, especially when the panelists give comments. One thing we developed is resilience because it's necessary to apply their suggestions; you really have to follow their suggestions] SHS S7

"Na developed haakon an pagiging resilient, kay mayda mga butang an research subject igin pasantop haamon na maging ready hiton mga challenges labi na an defense, an pag andam han manuscript up to ma hard bound hiya".

I developed resilience because the research subject taught us to be prepared for challenges, especially during the defense and the preparation of the manuscript up to the point of having it hardbound] SHS S11

Furthermore, building a strong support network is vital for fostering resilience in learning. Engaging with peers, mentors, and educators provides students with valuable resources, feedback, and encouragement. Collaborative learning environments and access to academic support services can help students address difficulties, gain new perspectives, and stay motivated. Seeking help when needed and participating in study groups or academic discussions can offer additional support and foster a sense of community, which contributes to a resilient approach to learning. By utilizing these resources, students are better equipped to navigate academic challenges and achieve their educational goals.

Theme 6 Practical Solutions for Research Success

One of the primary solutions for research success is thorough and strategic planning. Palpably, before embarking on a research project, it is crucial to define clear objectives, develop a detailed research plan, and establish a timeline (Bryson et al., 2018). Hence, this involves identifying research questions, selecting appropriate methodologies, and outlining the necessary resources and a well-thought-out plan helps ensure that the research is focused and organized, minimizing the risk of scope creep and allowing for a more systematic approach.

The following are some of the participants' experiences:

"Time management, usa nga importante nga butang ha research subject para ka makakuha hin dako na grade. Kay kun diri ka maaram magmanage hit imo time, diri ka makakatima hit imo manuscript labi nan ga damo an mga tasks pag graduating student ka". [Time management is an important aspect of the research subject to achieve a high grade. If you don't know how to manage your time, you won't be able to complete your manuscript, especially since the tasks increase when you are a graduating student]. SHS S8

"Dako hin duro nga challenge an diri paprehas han amon gin-uulian nga brgy kay talgsa la kami magkiritga. Pero na overcome namon hiya tungod han time

management ngan resource allocation plan". [A major challenge was not living in the same barangay, so we rarely met in person. However, we overcame this through time management and a resource allocation plan]. SHS S12

"Na overcome namon an challenge han pagtima han amon research han mayda kami proper time management nga bisan man kun nagkukuri kami paghimo han amon manuscript basta mayda la proper time management madagmit namon hiya matima". [We overcame the challenge of completing our research through proper time management. Even though we struggled with writing our manuscript, with proper time management, we were able to finish it quickly]. SHS S13

Collaborative efforts can enhance the research process by bringing diverse perspectives and expertise, leading to more robust and well-rounded findings. Students-researchers should actively participate in academic discussions, attend conferences, and seek input from knowledgeable individuals to refine their work and address any potential gaps or weaknesses.

Lastly, effective communication of research results is essential for success. Researchers should present their findings clearly and comprehensively, using appropriate formats and platforms for their audience. Thus, clear communication ensures that the research is accessible and understandable, allowing for the dissemination of knowledge and the potential for further impact following best practices in presenting research, researchers can effectively share their work and contribute to the broader academic and professional community.

Theme 7 Effective Study Techniques

One crucial technique is active learning, which involves engaging with the material through various methods rather than passively reading or listening. And so, techniques such as self-quizzing, using flashcards, and creating concept maps can also reinforce understanding and memory by actively interacting with the content, students can deepen their comprehension and retain information more effectively (Idsardi, 2020).

The following are some of the participants' experiences:

"Ako kasi na estudyante kay focus hit lessons asya nga madagmit ko maintindihan an concepts ngan kun diri kun nahihibaru-an kay napakiana ak dayon hit amon teacher labi nah an mag terms ha research nga makuri

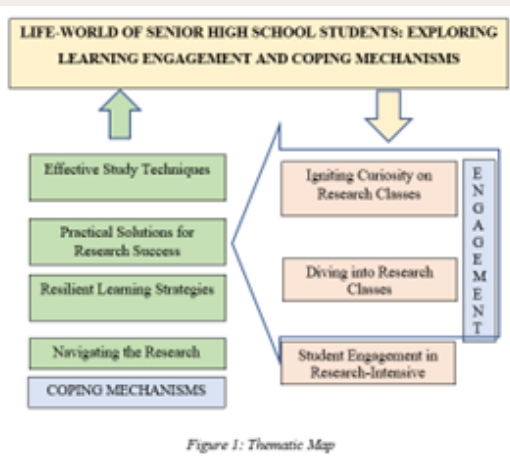
[maintindihan". [As a student, I focus on the lessons, which is why I quickly understand the concepts. If there is something I don't know, I immediately ask our teacher, especially when it comes to difficult terms in research] SHS S7

"Kun mayda man ako diri naiintindihan labi nah an methodology nga part diri ako naawod magpakiana ha teacher kay para diri hanging an akon learning, asya an akon technique para mas mahabaro". [If there's something I don't understand, especially the methodology part, I am not ashamed to ask the teacher because I don't want my learning to be incomplete. That's my technique to learn better]. SHS S8

"Balance kasi an akon pag study han SHS sanglit diri ako kinurian pag intindi han concepts han research, mayda times nga makuri pag intindi pero diri ako hesitant magpakiana han amon teacher". [I balance my study time in SHS, so I don't have difficulty understanding the concepts of research. There are times when it's hard to understand, but I am not hesitant to ask our teacher]. SHS S11

More so, another effective study technique is the use of spaced repetition. Spaced repetition leverages the psychological spacing effect, which helps strengthen memory retention and recall. Tools like spaced repetition software or creating a study schedule with periodic reviews can help students implement this technique by distributing study sessions, students can avoid burnout and enhance long-term retention of the material.

Additionally, incorporating practices like active note-taking, using mnemonic devices, and employing relaxation techniques to manage stress can further enhance the effectiveness of study sessions by optimizing the study environment, students can create conditions that support focused and efficient learning.



Conclusion

In conclusion, this study highlighted that engaging Senior High School students in research-related subjects required a multifaceted approach. Igniting curiosity through interactive and inquiry-based learning, coupled with real-world applications, was essential for fostering intrinsic motivation and deep learning. Embracing the challenges of research classes not only enhanced critical thinking and problem-solving skills but also contributed significantly to students' academic and personal growth, despite the stress associated with rigorous coursework.

Furthermore, navigating the complexities of research demanded strategic planning, effective time management, and resilience. Developing these skills, along with employing practical solutions and effective study techniques, enabled students to overcome obstacles and achieve success by creating a supportive and well-structured learning environment, educators enhanced, students' engagement and performance in research, ultimately supporting their overall academic and professional development.

Recommendations

Based on the study's findings, the following recommendations are suggested to enhance Senior High School students' engagement and success in research-related subjects:

1. Teachers should design interactive and hands-on activities that stimulate curiosity and connect research topics to real-world applications. Encouraging students to choose research projects aligned with their interests can further enhance intrinsic motivation and engagement.
2. Incorporate inquiry-based learning methods that emphasize critical thinking and problem-solving. Providing opportunities for students

choose research projects aligned with their interests can further enhance intrinsic motivation and engagement.

3. Incorporate inquiry-based learning methods that emphasize critical thinking and problem-solving. Providing opportunities for students to work on practical projects and experiments can deepen their understanding and foster personal and academic growth. management, and balancing multiple responsibilities can support students in navigating the demands of research coursework.
4. Encourage the use of active learning strategies, such as self-quizzing and spaced repetition, to improve understanding and retention of research concepts. Support students in developing study habits that balance active engagement with periodic reviews to optimize their learning outcomes.

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