



DIFFICULTIES ENCOUNTERED BY SENIOR HIGH SCHOOL STUDENTS OF LABO SCIENCE AND TECHNOLOGY HIGH SCHOOL IN WRITING RESEARCH

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ABSTRACT

The study was conducted to determine the difficulties encountered by Senior High School students in writing research in Labo Science and Technology High School in the Division of Camarines Norte. Specifically, it determined the level of difficulties of the Senior High School Students in writing research along conceptualization, development of research problem, identification of appropriate methodology and analysis of data. The study was conducted using Descriptive - Evaluative Design. Respondents were senior high school students in Labo East District secondary schools. Survey questionnaire checklist, researcher-made test, interview guide and observation notes were utilized for data gathering.

The level of difficulties of senior high school students was found difficult along: a) conceptualization b) formulation of the research problem, c) identification of methodology, and d) data analysis. To address the given difficulty, the researcher created teaching resources that teachers and students would utilize. The Research Instructional Materials undergone further evaluation to enhanced its content based from the juror's suggestions. The output of the study entitled Senior High School Research INstructional Material Kit: SHRINK your worries on Research must be shared with the teachers and the students who are into writing.

Key Words: difficulties, writing research, senior high school,

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The Researcher

TABLE OF CONTENTS

	Page
TITLE PAGE	i
ABSTRACT	ii
ACKNOWLEDGEMENT	iii
LIST OF TABLES	iv
LIST OF MATRICES	v
LIST OF PLATE	vi
Context and Rationale	1
Innovation, Intervention, Strategy	3
Action Research Question	6
Action Research Methods	6
Participants and other sources of data	7
Data Gathering Methods	8
Data Analysis Plan	10
Discussion of Results and Reflection	10
Level of difficulties of the Senior High School In Writing Research	11
Developed Instructional Materials in Senior High School Research to address the given difficulties	33
Enhancement that can be incorporated to enrich the Developed Research Instructional Materials for Senior High School Research	35
Reflection	36
Action Plan	37
References	39
Financial Report	40

Table	Title	Page
1	Respondents of the Study	8
2	Difficulties of the Senior High School Students in writing research.	12
3	Difficulties in Development of Research Problem	16
4	Difficulties in Identification of Appropriate Methodology	19
5	Difficulties in Analysis of data	23
6	Summary of the Difficulties of Senior High School Students in Writing Research	25

LIST OF MATRICES

Matrix		Page
1	Recommendations of the Jurors incorporated to enrich the Developed Research Instructional Materials for Senior High School Research	30
2	Enhancement to the Developed Research Instructional Materials for Senior High School Research e-Book	32

LIST OF PLATES

Plates	Title	Page
1	Cover of Senior High School Research Insertional Material	34

CONTEXT AND RATIONALE

Every area of life benefit from research. Through research, we can learn why things occur and why people act in certain ways. Archaeologists conduct research to find proof that will counteract false information and support the truth. Research is crucial in the medical field because it has the power to save or destroy lives. Before starting a business, business analysts conduct research so that they will be aware of its strengths and weaknesses in the future. The same is done by historians to understand modern culture, religious beliefs, customs, and traditions and connect ancient civilizations. Underwater and extraterrestrial exploration study phenomena and find a different solution that benefits humanity. To ensure that the oppressed received justice, the court conducted research. Even in situations in real life where discernment is needed, research is necessary to make a wise choice.

Even though there were many advantages in conducting research, students still questioned why research subjects were taught in senior high school. They perceive it as a burden because it requires the students to spend more time writing. It was very unfortunate that sometimes they would spend a lot of time only to discover that they had become lost along the way and were unable to find the answers to their research questions.

Research paper writing was not always simple. When completing the task for the first time, students may find it challenging to get past some of the challenges (Vers, 2020). Teachers and educators were currently faced with difficulties in changing the mindset and perspective of their students. In order

to continuously provide basic quality education, teachers will need to make the best decisions regarding their own motivation, teaching methods, and instructional materials. Additionally, it was very challenging to prepare the instructional materials that the students would use as a guide for their own research outlines. The difficulties they encountered in writing research were the reason why they dropped out in school. In light of the circumstances, School Managers distinctly stated that conducting research is in accordance with the K–12 Curriculum supported by DepEd Order no. 16, s. 2017.

One of the biggest educational reforms in the nation was DepEd order no. 16, series 2019, Policy guidelines on k–12 Basic Education Program. It consists of initiatives and plans with the goal of enhancing the country's basic education system. It aims to equip Filipino students with the knowledge and abilities required to meet the challenges of the twenty-first century. Ensuring that it was appropriate, responsive, and relevant to the learners, it would bring the Philippine basic education system up to par with international standards.

In this regard, teacher educators address these international standards by making sure that the research culture, particularly in the Senior High School, can grow. They instruct the students on the current issue affecting the neighborhood and eventually look for a solution to help people improve their quality of life. Sad to say, though, that writing academic manuscripts was a challenge for both teachers and students when researching a topic.

Sometimes, since they were having trouble conceptualizing their work, the students were late with their submissions, making it challenging for the teacher to turn in the grade sheets on time. Students exhibit emotional exhaustion during group activities, which causes some of them to leave, while others claim to feel nauseous from worry about how their research paper would be written. Students commonly report struggling in the classroom to conceptualize their study, formulate the research topic, select the most appropriate approach, and carry out data analysis. These difficulties are usual for Senior High School students who need to do research papers in order to graduate. The aforementioned difficulties are a part of the research paper that must be considered in order to avoid misunderstanding when writing.

The researcher carried out this study to find out the difficulties that the students ran into when conceiving, generating research questions, selecting the appropriate technique, and evaluating data in order to solve the issue at hand. The researcher formulated research instructional materials as a means of effective research teaching and learning that would guide students' strategies for translating abstract ideas into concrete outcomes. These research goals and objectives, along with this research teaching material, helped the students collect the right data, analyze and present it.

INNOVATION, INTERVENTION AND STRATEGY

The researcher developed instructional materials in order to promote efficient teaching and learning. Students were instructed on how to

conceptualize research, create research questions, select the appropriate approach, and analyze data in this course content. The study's suggested output was not intended to replicate the present modules offered by the Department of Education, but rather to develop new concepts that solve the problems by designing lessons and exercises that specifically cater to the needs of the student.

This intervention material named Senior High School Research INstructional Material Kit "SHRINK your worries on Research," aimed to decrease the challenges that Senior High School students had when writing research. This served as a manual for conceptualizing a research article, creating a research title, formulating a research topic, choosing a research technique, and analyzing data.

When the student-researcher conceptualizes their study, they could identify their research title. The researcher focused on the chosen portion of the research paper described above to demonstrate the link to the complete document. The research title served as the foundation for the research question. In addition, the research problem was the content of the results and discussion of the research project. Once they understand how it relates, the students had less trouble beginning their research report.

The SHRINK was divided into four lessons, each with a distinct set of objectives, including broad goals derived from the Most Essential Learning Competencies (MELCs) and more focused goals derived from the Blooms

taxonomy of goals. A simplified lecture is followed by a discussion to help the students comprehend the material. Following that, several examples were used to help the students understand the material. The students would greatly benefit from the research instructional material kit since it would help them decide what topic to focus on. Additionally, it would assist students to understand how to approach their chosen issue, choose the best methodology, and do data analysis. Their first point of reference for outlining their study would be this. Likewise, the results of this study would serve as a guide for a clear interpretation and analysis of the data. This would make it easier for the parents to comprehend the challenges encountered by their children when writing research. Eventually, they would be inspired to help them financially, and emotionally throughout their study.

Other recipients of this study were the Teachers, this would help them lessen their difficulties in teaching research because this would serve as their reference on how they would teach the subject. They would also become aware of the difficulties encountered by their students and eventually help them in writing precise lesson guides to improve the teaching and learning process. It would also open doors to the enhancement of instructional materials as they go on teaching research.

The study's findings would provide school administrators with suggestions on how to deal with the problems that the students had when writing research. The result of the study would then provide guidance on how

teachers may successfully teach the topic of the study. Based on the intellectual demands, writing ability, and time constraints for the Senior High School program, Curriculum Planner will use the findings of this study as the foundation for their proposal to enhance the curriculum. Their starting point for planning in accordance with the research issue would be the study's findings. They may even think of the study's results as educational materials that the research teachers might employ.

ACTION RESEARCH QUESTIONS

The purpose of this study was to lessen the difficulties of Senior High School Students of Labo Science and Technology High School when writing research papers. Additionally, this project would create teaching resources for the research subject to help in learning and development.

Specifically, it aimed to lessen to the following questions:

1. What is the level of difficulties of the Senior High School Students in writing research along:
 - a. conceptualization;
 - b. development of research problem;
 - c. identification of appropriate methodology; and
 - d. analysis of data?
2. What instructional materials in Senior High School research can be developed to address the given difficulties?

3. What enhancement can be incorporated to enrich the developed Research Instructional Materials in Senior High School research?

ACTION RESEARCH METHODS

In order to gather and analyze numerical data, a quantitative technique was used to perform this study. It may be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger groups. 2020 (Bhandari)

Additionally, this study was descriptive-evaluative since it evaluated the research teaching materials as well as the varied viewpoints of the students and the jurors who evaluated the study's results. Statistical tools were used to treat, present, and describe the effects of the developed research instructional materials on content knowledge, as well as to gauge the jurors' opinions of the developed research output. Quantitative research was used in this study to assess the challenges that senior high school students face when writing research as well as the effects of the developed research instructional materials on content knowledge. Moreover, this study employed qualitative research to characterize the Senior High School teaching materials that were created to address the problems found in the research.

A. Participants and or other sources of data

The senior high school students at Labo Science and Technology High School were selected for the research based on a set of criteria. These

requirements apply to SHS students which had research subjects during the academic year 2022–2023. Furthermore, it includes students who choose to pursue Practical Research 1 (PR1) in Grade 11 or Practical Research 2 (PR2) in Grade 12, depending on the program they chose. 289 students made up the whole population, and the researcher used Slovin's Formula to determine the sample size. She determined the 90% confidence threshold and 10% error margin.

Table 1
Participants of the Study

Grade Level	Population	Sample
Grade 11		
TVL Track	20	7
ACADEMIC TRACK		
HUMSS	79	27
STEM	48	17
Grade 12		
TVL Track	17	6
ACADEMIC TRACK		
HUMSS	80	28
STEM	45	16
Total	289	101

The researcher used a random sampling approach to gather replies, giving each participant an equal chance of being picked. A formal agreement form explaining the purpose of the study and why their children were selected

as participants was prepared by the researcher and sent to the guardians of those SHS students who were minors.

B. Data gathering methods

Since the SHS students' level of difficulty was determined using a questionnaire created by the researcher, the data collected for the action research question #1 was countable and become the basis for action research question #2. The researcher adapts an evaluation form from the Learning Resource Management and Development System (LRMDS) for action research question #3 in order to assess the improvements made to the Research Instructional Materials.

The researcher asked the approval of the school head, public schools district supervisor, and schools division superintendent before she started the study. After receiving authorization from the superintendent of the school's division, the researcher conducted an orientation to the participants and ask for their consent before distributing a survey questionnaire. The questionnaire was distributed and collected right away for evaluation and tabulation. One of the most crucial aspects of the study was noted as ethical consideration. No harm of any kind should ever be done to research subjects. Priority should be given to upholding the dignity of study participants. Prior to the study, the participants should provide their full permission. (*Ethical Consideration-Research Methodology*)

In light of the previous study, the researcher requested permission from the respondents to complete the questionnaire. She assured them that their responses would be kept confidential and used only for research purposes, but she also expressed her sincere sympathy if they felt compelled to decline for personal reasons. The results will be very helpful to senior high school students who will struggle to write research. The questionnaire was reviewed by the panel of expert to ensure that there will be no bias with regards to their religion, culture, customs, tradition and language or dialect that will offend them. The respondents were fully instructed that if they don't feel to answer the survey questionnaire in that particular moment the researcher set some time to retrieved the questionnaire in their most convenient time.

C. Data analysis plan

The Likert scale was used measure the level of difficulties of senior high school students, and weighted mean was the proper statistical test. Since this would be the study's outcome, the action research question #2 does not require a statistical instrument. In order to improve the quality of the study's output, the researcher utilizes frequency count for action research question #3.

The information gathered was presented in tabular form, followed by a brief explanation of the table's content in text form, analysis of the table's results supported by earlier studies, interpretation of the data that the

researcher herself carefully examined, and finally the researcher's predictions of what will occur in the future if a problem arises and an appropriate solution is not provided.

DISCUSSION OF RESULTS AND REFLECTION

The information acquired, the results of the statistical analysis, the findings, and the interpretation were all provided in this part. These were laid out in tables in accordance with the order of the specific research issue about the challenges that Labo Science and Technology High School Senior High School students faced when writing research. The difficulties of senior high school students in writing were found difficult along a) conceptualization, b) development of research problem, c) identifying the right methodology of a study, c) analysis of data. To address the given difficulties the researcher developed research instructional material kit. Further, this kit was validated by the research teacher to avoid any flaws before it was used by the learners. The effectiveness of the material was tested by comparing the results of pre and posttest. Additionally, the result of the mentioned test was discussed during the dissemination of the researcher to the faculty meeting.

Level of Difficulties of the Senior High School Students in Writing Research

Thinking up new ideas, considering how to put them into effective writing, and properly organizing them into statements and paragraphs were all

steps in the writing process. It has significant impact on how one expresses ideas, thoughts, views, and attitudes. Writing allowed individuals to communicate their thoughts and feelings as well as persuade and convince others. People may write for their own pleasure or for other reasons. Technically speaking, writing had been a component of academic learning, but not all students had the motivation to write since some had stated difficulties.

The discussion of the challenges faced by senior high school students along: a) conceptualization, b) formulation of the research problem c) identification of methodology, and d) data analysis. The study's realization would be much aided by the manipulation of the survey questionnaire's primary data, even though its retrieval was not 100% significant impact on the study's outcome was not affected.

Conceptualization. Conceptualization was the first step in research it was the planning phase in which the researcher may select a topic that produce an output that would answer the existing problem in the society. After deciding a topic next was the formulation of research title which served as the basis for research question. Jumping from a topic to data collection would likely end up with random bits of information that were of little use to the researcher or to the intended audience. Such projects tend to lack analytical focus. Good conceptualization involves moving from a general topic to a clear research problem.

Table 2
Difficulties in Conceptualization

Indicator	Mean	Interpretation
Conceptualization is the hardest part when starting research.	3.76	Difficult
Conceptualizing Research Title is difficult when time frame is very short.	2.49	Slightly Difficult
Research begins with a topic based from reading, and personal experiences.	2.49	Slightly Difficult
Conceptualization is breaking and converting common ideas.	2.48	Slightly Difficult
Choosing a researchable topic is difficult.	2.47	Slightly Difficult
Grand Mean	2.50	Difficult

Legend:

- 4.50 – 5.00 = Very Much Difficult
- 3.50 – 4.49 = Much Difficult
- 2.50 – 3.49 = Difficult
- 1.50 – 2.49 = Slightly Difficult
- 1.00 – 1.49 = Not Difficult

The information in Table 2 illustrates the challenges the senior high school students had when conceptualizing and drafting their research papers. The results showed that the respondents agreed that it was significantly much difficult Conceptualizing research or starting research (M=3.76). Furthermore, it was discovered that while respondents agreed that "Choosing a researchable topic is difficult," "Conceptualization is breaking and converting common

ideas," (M=2.06), and "Research begins with a topic based on reading, and personal experiences," (M=1.86), they also agreed that these tasks were less challenging (M=2.48). Overall, the senior high school writing students discovered that conceptualization was difficult (GM=2.50).

According to the statistics, the concept of the study title was the hardest for senior high school students to construct since they had a very limited amount of time to do so. Students already had trouble conceptualizing the study; when time constraints were imposed, the difficulty increased. They might utilize their readings and personal experiences to come to an understanding of shared concepts before settling on their concept. Even though they had their own topic, there were still certain parts of the paper that were boring to them.

Trimmer (1992) noted that when conducting study, student researchers sometimes run across unforeseen issues and challenges. When doing research, researchers must exercise caution and allot enough of time for the completion of each activity step. They need to exercise caution and set aside a specific number of hours each week to work at the library. They have to spend extra time—hours or even weeks—fixing project-related problems before the deadline.

The students had trouble conceptualizing because they didn't know what to write, when to write it, or how to format it. They also struggled to choose the right approach and research techniques to employ. Since research

is a complicated subject and each group in the class was assigned a different topic, it was difficult for them to complete the work if there was no clear idea of how to do it. The choice of a statistical tool and data analysis were additional aspects to take into account as one of the students' challenges. The students frequently choose topics without thoroughly researching them or knowing their context. The quality of the study degrades as a result, which ultimately causes the students to have trouble comprehending the research.

Ocbian and Gamba's (2015) findings revealed that the respondents had a lot of trouble conceptualizing a research problem, coming up with a research title, reviewing pertinent literature and studies, choosing the best research methodology and procedures, choosing the right statistical tools, collecting data, and analyzing and interpreting the data.

The teachers must develop an activity plan that addresses the following questions: a) what to write; b) when to write; and c) how to write, taking into account the problems in conceptualizing research. The schedule for submitting the various sections of the research paper without losing the learning abilities is included in the plan. To prevent time pressure, the timetable should be explained to the students at the start of the lesson. In order to complete the needed paper on time, students must use their time properly.

Development of Research Problem

Is a claim about an area of interest, an issue that needs to be resolved, a challenge that needs to be overcome, or a perplexing query that appears in academic literature, in theory, or in practice and necessitates thoughtful analysis and inquiry. The research challenge was often presented as a question in various social science subjects. A research challenge doesn't provide instructions, make a general or hazy claim, or pose a moral dilemma. The significance of the research problem was found in the fact that the entire research process begun with the formulation of the problem from the research topic, from which the research problem was developed into questions, objectives, and hypotheses that were tested to produce results/findings that address the objectives and core of the research.

Table 3
Difficulties in Development of Research Problem

Indicator	Mean	Interpretation
Research problem helps the researcher create more guided project.	2.49	Slightly Difficult
Development of research problem is a struggle to any researcher.	3.76	Much Difficult
Formulation of research problem is the first step to begin research.	1.86	Slightly Difficult
Narrowing the topic into focused research questions will give a hint if the study is qualitative or quantitative.	2.06	Slightly Difficult
Formulating a research question must be aligned in the topic of interest.	2.29	Slightly Difficult
Grand Mean	2.50	Difficult

Legend:

4.50 – 5.00 = Very Much Difficult

3.50 – 4.49 = Much Difficult

2.50 – 3.49 = Difficult

1.50 – 2.49 = Slightly Difficult

1.00 – 1.49 = Not Difficult

According to the data in Table 3, the respondents generally agreed that it is very tough (M=3.76) when it comes to the statement "Development of research problem is a struggle to any researcher." The respondents agreed that it is a little challenging when it comes to the statement, "Research problem helps the researcher create more guided project" (M=2.49). The statements "Formulating a research question must be aligned in the topic of interest" (M=2.29), "Narrowing the topic into focused research questions will give a hint if the study is qualitative or quantitative" (M=2.06), and "Formulation of research problem is the first step to begin research" (M=1.86) were also determined to be moderately difficult. The formation of the research problem is often tough for senior high school students writing research (GM=2.50).

This indicates that the research problem itself presents the greatest challenge to senior high school learners. Even if they were aware of its potential to assist them in developing a guided project, they frequently ignore it because they lack the skills necessary to develop a strong research question that will adequately address the issue at hand. As a consequence, they are negatively impacted and lose faith that they will succeed in the study subject. If they find it really tough, it may prevent them from creating one, which would prolong the research process and cause them to cram. This was confirmed by the research done by Blas et al. al. (2018) discovered that students struggle to

write academic essays due to a lack of diversity in ideas for the content and arrangement, a lack of connectives for organization, and inaccurate word or idiom usage for vocabulary and word choice. The problem of Senior High School students rooted in their difficulties of reading and understanding the English language. Because of poor vocabulary and grammar, they cannot express what they really want to express in their objectives. Poor sentence constructions in terms of language use can mislead their ideas. The researcher believes that language barrier was a very big factor that will hinder the student researcher in writing a good and meaningful research.

The teacher may use differentiated teaching techniques to meet this challenge. Let those who can learn the lesson in English complete the assignment. If necessary, assist students in creating their research questions in their native language or another language with which they are familiar. To help students develop the abilities necessary for writing English research papers, teachers should offer interventions including extra reading resources, printed examples relevant to the current work, and ongoing progress monitoring. In order to become personally knowledgeable about the subject they chose to research, students must read a lot. Reading a lot might help them comprehend the lesson better. In certain cases, listening to a recorded video on the subject they are having trouble with may be more effective than reading.

Identification of Appropriate Methodology. The term "research methodology" refers to more than just the techniques the researchers may employ to gather data. It was frequently required to offer a discussion of the ideas and concepts that inform the approaches. For example, demonstrating what the researchers may comprehend was the methodology's underlying ideas or evaluate the validity of a given system. The study's methodology serves as a road map on how to complete the project. Inappropriate technique selection might lead to misleading data for the study.

Table 4
Difficulties in Identification of Appropriate Methodology

Indicator	Mean	Interpretation
Choosing the right methodology for a study is confusing to the students.	4.56	Very Much Difficult
Methodology of the study will dictate the right design of the research.	2.48	Slightly Difficult
Methodology of the research determine the data collection methods.	2.07	Slightly Difficult
Methodology is the logical basis behind your research.	2.26	Slightly Difficult
Methodology is a confusing term with methods and design.	1.98	Slightly Difficult
Grand Mean	2.67	Difficult

Legend:

- 4.50 – 5.00 = Very Much Difficult
- 3.50 – 4.49 = Much Difficult
- 2.50 – 3.49 = Difficult
- 1.50 – 2.49 = Slightly Difficult
- 1.00 – 1.49 = Not Difficult

According to the data in Table 4, the respondents agreed that it is extremely difficult when asked whether "Choosing methodology for research was confusing to the students" ($M=4.56$). However, the respondents found that "Methodology of the study will dictate the right design of the research" ($M=2.48$), "Methodology is the logical basis behind your research" ($M=2.26$), "Methodology was a confusing term with methods and design" ($M=1.98$), and "Methodology of the research determine the data collection methods" ($M=2.07$) made it seem a little more challenging. Overall, the identification of appropriate methodology is challenging for senior high school students writing research ($GM=2.67$).

This indicates that the students struggled to select the appropriate research approach. They were aware that the study's approach would establish the appropriate research design and the techniques for gathering data. They are also aware that methodology—which includes the study methodologies and design—was the logical foundation for all research. Unfortunately, students struggle to select the appropriate approach, which might seriously deter them from completing the research assignment due to stress and mental exhaustion.

As a result, the students' difficulties of the research techniques themselves may be to blame for their trouble choosing a methodology. Every research had its own methodology, and because each one was different, students would have trouble deciding which approach to use. The lack of

reference books in the library could also be a factor. They had completed research to draw from, but they subsequently learned there were no library resources or references that the students could use as a research guide. Lack of references, library resources, and internet access were all related to difficulties picking the best technique. Due to a shortage of library resources, students often rely on internet references, which causes them to become confused by many studies that employ various methodologies.

Based on Taskeen et. al. (2014), the majority of libraries are not arranged logically, therefore students waste the majority of their time searching for books and reports rather than reading the books for relevant information. When a library's catalog is unavailable, researchers must browse through each item individually to obtain information relevant to their topic. This takes time away from the researchers and makes it difficult for them to concentrate on the main subject of the study.

Ho (2013) stated that it is tough for pupils to locate libraries where they may look for books and references. certain towns' pupils had very poor internet connections, and the library didn't have certain necessary books. Lack of research expertise and experience was another issue. Teachers made note of the students' expertise and experience with research, pointing out that the majority of them had no concept how to do independent research.

The methodology part was similarly crucial since it served as the study's design; if the students chose a technique that wasn't appropriate for their

research, the results might not be trustworthy. Due to the curriculum's deadline, students run the danger of replicating other studies' methodologies. The difficulty that students have in selecting the best technique of study merely reflects the teacher's approach to education and utilization of the proper learning resources.

The teachers should advance their education and pick up fresh techniques that would work for the children. Asked the assistance of other professionals and find out their best methods. In addition to reviewing the activities and tactics that would be used in teaching research, they should be able to pique the learners' attention. In the event that they genuinely discovered the requirement for it. They must make sure that the pupils master the research writing lessons that would enable them to perform their own research on any subject they think important.

The students may urge themselves to participate in focus groups in a similar way to keep abreast of the continuing research endeavor. If someone was absent during the conversation, remind them of the key point they missed, and encourage them to conduct their own independent research online or by reading if they feel they got lost along the way. They might be able to better comprehend their lesson by asking their peer tutor.

Analysis of Data. The most critical phase of any research was data analysis. Data analysis condenses gathered information. It entails the analysis of acquired data using logical and analytical reasoning to spot trends,

correlations, or patterns. Data analysis may be challenging since the basis for interpretation and, ultimately, effective decision-making was the accumulation of inferences from a set of data.

According to the data in Table 5, "Statistical Analysis using Two Categories Descriptive and Inferential Analysis is Interrelated but Different When It Comes to Decision Making," the respondents agreed that it is highly challenging (M= 4.56). Additionally, the respondents concurred that it is a little challenging with "Prescriptive Analysis combines the insight from all previous analysis to determine which action to take in a current problem or decision" (M=2.48). Additionally, the respondents determined that "Predictive Analysis was the Prediction of future outcome based on current or past data" (M=2.48), "Text Analysis was discovering and extracting data to discover a pattern in a large data set" (M=2.48), and "Diagnostic Analysis was useful to identify behavior patterns of data" (M=2.07). The analysis of data is often thought to be challenging by Senior High School Students in Writing Research (GM= 2.77).

Table 5
Difficulties in Analysis of Data

Indicator	Mean	Interpretation
Statistical Analysis using two categories descriptive and inferential analysis is interrelated but different when it comes to decision making.	4.56	Very Much Difficult
Text Analysis is discovering and extracting data to discover a pattern in a large data set	2.48	Slightly Difficult
Diagnostic Analysis is useful to identify	2.07	Slightly Difficult

behavior patterns of data.		
Predictive Analysis is the Prediction of future outcome based on current or past data.	2.26	Slightly Difficult
Prescriptive Analysis combines the insight from all previous analysis to determine which action to take in a current problem or decision.	2.48	Slightly Difficult
Grand Mean	2.77	Difficult

Legend:

4.50 – 5.00 = Very Much Difficult

3.50 – 4.49 = Much Difficult

2.50 – 3.49 = Difficult

1.50 – 2.49 = Slightly Difficult

1.00 – 1.49 = Not Difficult

The students had trouble deciding which sort of statistical analysis was best for their subject. Additionally, it might be challenging for the students to put all of their prior analysis' insights together to choose the best course of action for a given problem. This demonstrates that the pupils' ability to use critical thinking and analyze the study findings was lacking. Fortunately, people have less trouble using the other methods of data analysis mentioned.

The difficulties that participants have while developing research proposals and projects with regard to research methodology are discussed by Qasem and Zayid (2019). It was discovered that 40% of the participants lacked sufficient knowledge in terms of choosing research instruments, gathering data, and analyzing data. Any research would be useless without accurate data analysis.

The validity of the research's results would be influenced by the data analysis, and if the data were not presented properly, the output can be ambiguous and fall short of the goal of the study. It is possible for discrepancies to occur when analyzing data. As a result, educators need to

focus on teaching students how to analyze data. Create instructions for data analysis that students may readily grasp. The instructor may find it easier to assist teaching and learning if they are proficient in the guide's content. Giving printed samples from reliable sources might also be beneficial. Additionally, students will get familiar with several study methodologies; through critical thinking, they may determine which will work best for them. Giving consideration to the type of data collected by earlier studies was one component that may help them choose the best approach for their research since it would indicate whether the data was measurable or not.

According to the data in Table 6, Senior High School students generally find writing research difficult (GM=2.50), as all of the indicators—conceptualization (M=2.50), development of the research problem (M=2.50), selection of the best methodology (M=2.67), and analysis of data (M=2.77)—were also found to be difficult. This suggests that in order to make writing research papers for senior high school research more convenient, the four major indicator needs to be upgraded.

Table 6
Summary of the Difficulties of
Senior High School Students in Writing Research

Indicator	Mean	Interpretation
Conceptualization	2.50	Difficult
Development of Research Problem	2.50	Difficult
Identification of Appropriate Methodology	2.67	Difficult

Analysis of Data	2.77	Difficult
<i>Grand Mean</i>	<i>2.50</i>	<i>Difficult</i>

Legend:

- 4.50 – 5.00 = Very Much Difficult
- 3.50 – 4.49 = Much Difficult
- 2.50 – 3.49 = Difficult
- 1.50 – 2.49 = Slightly Difficult
- 1.00 – 1.49 = Not Difficult

Along with analysis of data, the researcher may offer a schedule of tasks, including pre-, during-, and post-writing prompts, to the students at the start of class to remind them to turn in their work on schedule in order to minimize cramming and time pressure. The K–12 learning abilities were used as the foundation for the sub-indicator conceptualization of the study title, and printed examples from reliable sources were also supplied.

In conclusion, the study concentrated on identifying the challenges faced by senior high school students when writing research. According to the study, these challenges were caused by the conceptualization, the development of the research problem, the choice of the best methodology, the analysis of data. These covered the procedures for writing research. Each of these was essential to the accomplishment of any study project.

Developed Instructional Materials in Senior High School Research to address the given Difficulties

When giving instructions, instructional materials act as a channel between the teacher and the pupils. They could also act as teaching and

learning's motivators. It served as a distraction for the kids in order to end their boredom. The use of instructional resources is crucial in the classroom, especially for new teachers. In every element of teaching, teachers rely on instructional materials.

They require resources for the underlying knowledge they were imparting on the issue. Students should be given relevant resources that were available to them in order to inspire them to learn. These contents had delivered in a manner that suits to the interest of the learners. The 21st century learners typically had advanced technological skills. Teachers must therefore be flexible and open to change in order to satisfy the learning gaps of their students.

The fact that the educational materials may be viewed whenever students require clarification makes it suitable for asynchronous learning. The researcher created the cover for the SHRINK output themselves using Adobe Spark, as seen in Plate 1 below. The abundance of reading materials on the cover represents how confused the students were trying to choose the finest references for their research papers. The name "SHRINK" stood for Senior High School Research INstructional. By using the "SHRINK" output, the students lessen their difficulty in writing research papers.

Enhancement that can be incorporated to enrich the Developed Research Instructional Materials for Senior High School Research

Instructional materials were those materials used by a teacher to simplify their teaching. They can either be made of concrete or not, and they can be either visual or audio-visual assistance. These educational resources motivate kids to learn, bringing learning to life. The use of educational resources in the classroom has the ability to aid the instructor in clearly elaborating new concepts, improving the grasp of the concepts being taught to the students (Kadzera, 2016).

Instructional materials have to meet the learning objectives, be validated and their effects be evaluated. This study invited 6 jurors to evaluate the developed instructional material using the evaluation tool adapted from Learning Resource Management Development System (LRMDS-DepEd) where criteria for evaluating were found and spaces for comments, suggestions and recommendations were present. The researcher made use of the recommendations given by the jurors to further enhance the developed research instructional material.

Matrix 1 reveals the enhancement that can be incorporated to enrich the developed research instructional materials for Senior High School Research. The suggestions of the jurors to further enhance the research output were classified into instructional design and organization, Instructional quality and readability. To discuss the recommendations in detailed, one of the recommendations of Juror 1 was sequencing of the contents and activities within each lesson to facilitate achievement of objectives. Another was about

the content of the Toolkit should be suitable to the target learner's level of development, needs, and experience and it should reinforce, enrich, and / or leads to the mastery of the targeted learning competencies.

Juror 2 and 3 suggested that the content of the Toolkit be logically developed and organized throughout the material, provide useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another and it should develop higher cognitive skills like critical thinking skills, creativity, learning by doing and problem solving.

The evaluation by Juror 4 and 5 was focused on the instructional quality and readability wherein they suggested that the Toolkit should be free from grammatical error and vocabulary level should be adapted to target users' experience and understanding. Juror 6 also suggested that the length of the sentences should be suited to the comprehension level of the target user and the lessons, instructions, exercises, questions and activities should be clear to the target user.

This means that there were a number of improvements to be incorporated in the research output in order to further enhance it. *Juror 1* expressed that *"Maganda 'tong output mo. May mga kailangan lang i-improve pero so far very impressive sya. Sana ay mabigyan mo ng kopya yung mga research teachers kasi sa totoo lang ang hirap talaga magturo ng research lalo na at hindi naman researcher yung teacher mismo. Para sa teacher yan saka para sa bata. Congrats, Ma'am!"* (Your output is good. There are points for

improvements but so far it is very impressive. I hope that you can give copies to the research teachers because actually it is really difficult to teach research especially if the teacher, herself, is not a researcher. This is for the teacher and for the students. Congratulations, Ma'am!").

Matrix 1

Recommendations of Jurors incorporated to enrich the Developed Research Instructional Materials for Senior High School Research

Recommendations	
Instructional Design and Organization	<ul style="list-style-type: none"> ➤ Sequence the contents and activities within each lesson to facilitate achievement of objectives. ➤ Content should be suitable to the target learner's level of development, needs, and experience. ➤ Content should reinforce, enrich, and / or leads to the mastery of the targeted learning competencies ➤ Content should be logically developed and organized throughout the material ➤ Provide useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another. ➤ It should develop higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem solving) and 21st century skills
Instructional Quality	<ul style="list-style-type: none"> ➤ It should be free from grammatical errors. ➤ Vocabulary level should be adapted to target users'

	experience and understanding.
Readability	➤ Length of sentences should be suited to the
	comprehension level of the target user.
	➤ Lessons, instructions, exercises, questions, and
	activities are clear to the target user.

This argument was supported by Ulla's (2018) study, which found that teachers had a positive perception of the advantages of doing school- and classroom-based research for their instructional strategies and professional development. Even though some teacher-researchers acknowledged facing difficulties and obstacles, they maintained a favorable opinion of the research process. The majority of them acknowledged that research may help them both professionally and emotionally.

Among these advantages are enhanced teaching techniques, a greater understanding of their students' learning demands, and the enrichment of their professional experiences. Additionally, despite the challenges faced, Alfeche's (2019) study had beneficial effects on senior high school researchers in terms of values and skill development, confidence, and interpersonal aspects.

Make the e-Book user friendly, the researcher made the same pattern as its printed counterpart. Other suggestions like make proper navigation tool to avoid dis orientation, provide quick access to relevant pages, be consistent in labels and messages, provide accessibility for individuals with special needs, was incorporated in the e-book. It was saved in PDF file for easy access of relevant pages. Proper labels and messages were the same all throughout the

discussion. The researcher also made use of an alternative application, like Adobe Spark and Canva app for variation of designs.

Matrix 2

Enhancement to the Developed Research Instructional Materials for Senior High School Research e-Book

Make the e-Book user friendly.

Make proper navigation tool to avoid dis orientation.

Provide quick access to relevant pages.

Be consistent in labels and messages.

Provide color with balance for lay out.

Use alternative Application, instead of Kotobee for an e-Book because it is not accessible if they don't download Kotobee reader which consume bigger files.

Level of difficulties of the Senior High School Students in writing research along: a) conceptualization; b) development of research problem; c) identification of appropriate methodology; and analysis of data.

The level of difficulties of senior high school students was found difficult along: a) conceptualization 2.50 (WM) b) formulation of the research problem

2.50 (WM) c) identification of methodology 2.67 (WM), and d) data analysis 2.77 (WM). The researcher used the aforementioned challenges as the foundation for designing a research instructional material package that attempts to reduce students' challenges with conceptualization, formulation of the research topic, identification of the most relevant technique, and data analysis. The researcher wants to make it easier for students to write research for some of the research paper's components. The four components make up the study's strength, but other components make up its flaws. These issues need to be resolved in order for students to create well-structured research papers. The four selected parts of the research paper was the immediate needs of the respondents, that was given more emphasis by the researcher by creating research instructional material kit.

It is recommended to make other research instructional material that helps the students in writing organized research paper. Like, Conceptual framework, theoretical framework, synthesis of state of the art, and sampling technique. It is also recommended to the future researchers to create more innovative and digital instructional material kit in teaching research to fit the needs of 21st century learners.

Instructional materials in Senior High School research that will address the given difficulties

The researcher created teaching resources that teachers and students would utilize that addressed the writing difficulties along conceptualization, formulation of research question, identification of methodology, and analysis of data. The teaching materials were available in two formats: printed materials for students without technology or internet access, and non-printed resources for students with internet access. This material was also validated by the experts for its validity and reliability their suggestions and recommendation were done by the researcher before its final testing in the learning and development. The learning gaps that were addressed by the instructional material had its boundaries limited only on four competencies mentioned above.

Plate 1: Cover of Senior High School Research Insertional Material

The research instructional material is not an assurance that the students can write the whole research paper, because the content is limited into four topics only. However, the researcher is certain that the content of the Research Instructional Material can be used by the learners because it is validated by the experts. In addition, there are learning gaps that cannot be addressed by this study that needs to be addressed by the research teachers.

It is recommended that the Research Instructional Material Kit will be submitted in the Schools Division Office of Camarines Norte for further evaluation before using by the learners in SDO Camarines Norte. For the future researchers, bridge the gap of the past and future studies about difficulties in writing research suited in the aspect of advancement in technology suited for the needs of present time. For the future researcher it is recommended to make modification on the materials to address the needs of the diverse learners.

Enhancement incorporated to enrich the developed Research Instructional Materials in Senior High School research

The enhancement that needs to be incorporated to the developed research instructional material printed copy for asynchronous learning were; a) instructional design and organization, b) Instructional Quality, and Readability. For the e-Book for synchronous learning were as follows; a) make it user friendly, b) Make proper navigation tool to avoid dis orientation, c) provide quick access to relevant pages, d) be consistent in labels and messages, e) provide color with balance lay out.

All the suggestions of the juror for printed and non -printed materials are incorporated in the output of the study. It has been repeatedly said by the respondents and the jurors that the output would be an effective instructional material that would create positive effects to the students in research writing. However, using the e-book or its printed material was not a guarantee that the students can write complete research paper, but at least it will open doors on how to make a good research paper. █

The output of the study entitled Senior High School Research INstructional Material Kit:” *SHRINK your worries on Research*” must be shared to research teachers and the students who are into writing research. Researcher on this field may read this study to open doors in other research project, answer other questions that will not include in this study. For the future researchers, make this output more digital in preparation for the future’s high technology advancement.

REFLECTIONS

Teaching research subject was not an easy task, it needs a concise plan and art of teaching that can capture the attention of the students. My journey while doing this study was fun and exciting. I was encountered a lot of students in Senior High School whom encountered difficulties in writing title, formulation of research question, identification of appropriate methodology, and analysis of data because of the language they use in writing their manuscript. As a research teacher, I came to understand that the best result of my labor was to provide a solution to an emergent issue. I've discovered that I also learn when I look for solutions. Mastering the subject matter, I teach entails learning how to deal with my students' challenges. When I achieve mastery, I will understand that each student has a unique potential for understanding why things happen and how to create teaching techniques for various type of learners.

This study was very meaningful to me because I made my students to accept the challenges of conducting research. This study was valuable to me because I convinced my students that the primary goal of doing research was to contribute ideas to the body of knowledge. If they share their results and discoveries, they would have a happy and convenient existence in our shared environment. I developed my pupils' analytical thinking skills by having them pay attention to the current issues they face since whenever there was an issue,

As a researcher, I don't blame myself if new issues continue to crop up there was a chance for investigation, and an excellent answer would follow. Since they will provide opportunities for yet another fascinating study endeavor. That will make the Senior High School Students' struggles with research writing easier. As a teacher, I would see this as a chance for more learning that calls for special teaching techniques.

ACTION PLAN

The output of the study, **Senior High School Research INstructional Kit**, called "**SHRINK**," was utilized by the researcher for the students in the second semester, from the 1st week of February to the last week of March, 2023. After the evaluation of the juror, necessary actions were taken, such as revision of the content, adjustment of the pages and font, and others. A pre-and post-test was conducted, and the results was discussed during the LAC session with the faculty to inspire them to make their own studies in their own fields.

Objectives	Activities	Time Frame	Persons Involved	Outcome Indicator
Conduct pre test	Prepare researcher made test paper, content was based from the output	1 st week of February, 2023	Researcher, students	Pretest was conducted
Conduct item analysis	Check the test paper Summarize the results	2 nd week of February, 2023	Researcher, students,	Item analysis conducted

Develop teaching strategies for diverse learners	Use the lesson and activity sheets in the SHRINK output	3 rd -4 th week of February	Researcher, students	Diverse teaching strategies was developed
Assess the learnings of the students a) Summative test b) Formative Test	Monitor the learning of the students based from the competencies of the <i>SHRINK OUTPUT</i>	1 st week of March, 2023	Researcher,	Learnings of the students was assessed
Make necessary revision and adjustment to the output of the study to fit to needs of the diverse learners	Identify which part of the SHRINK output had flaws, subject for revision and enhancement	Year Round	Researcher,	Necessary revision and adjustment to the output done

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FINANCIAL REPORT

The expenses incurred in the conduct of the action research was itemized. The budget was intended for reproduction of questionnaires and documentation based from the work plan.

Activity	Cash Out	Balance
Crafting and Preparation of Action Research Proposal	2,500.00	12,500.00
Travel to RD- V for the submission of revised research proposal	1,000.00	11,500.00

Data Gathering	2860	8640.00
Utilization and Dissemination	6534	2106
Submission of Completion Report	840	1266
Notary (MOA)	300	966
Hardbound and photo copying of documents	966	XX

Prepared by:

JENNY D. SAMANTE, SHS- TIII
Researcher



Republic of the Philippines
Department of Education
Region V- Bicol
Labo Science and Technology High School
Labo East District

Dear Respondent,

The undersigned is conducting a study entitled: **Difficulties Encountered by the Senior High School Students of Labo Science and Technology High School in Writing Research,**

In view hereof your assistance is highly requested. Rest assured that the data that you will provide will be used strictly for research purposes only and will be treated with utmost confidentiality.

Thank you and God Bless!

Very truly yours,

JENNY D. SAMANTE

Researcher

Name: _____ (optional) School: _____

This Researcher made questionnaire in Research is used to evaluate your difficulties in Research along conceptualization, development of research problem, identification of appropriate methodology, and analysis of data. Kindly put a check mark on your responses.

5 - Very Much Difficult (VD)

4 - Much Difficult (MD)

3 - Less Difficult (LD)

2 - Slightly Difficult (SD)

1 - Not Difficult (ND)

A. Conceptualization					
Indicator	(5) VD	(4) MD	(3) LD	(2) SD	(1) ND
1. Conceptualization is the hardest part when starting a research.					
2. Conceptualizing Research Title is difficult when time frame is very short.					
3. Research begin with a topic usually based from reading, and personal experiences.					
4. Conceptualization is breaking and converting common research ideas.					
5. Choosing a researchable topic is difficult.					
6. Others (Please specify)					
B. Development of Research Problem					
Indicator	(5) VD	(4) MD	(3) LD	(2) SD	(1) ND
1. Development of research problem is a struggle to any researcher.					
2. Research problem helps the researcher create more guided project.					
3. Formulation of research problem is the first step to begin a					

research.					
4. Narrowing the topic into focused research questions will give a hint if the study is qualitative or quantitative.					
5. Formulating research questions must be aligned in the topic of interest.					
6. Others (Please specify)					

C. Identification of appropriate methodology					
Indicator	(5) VD	(4) MD	(3) LD	(2) SD	(1) ND
1. Choosing the right methodology is confusing to the students.					
2. Methodology of the study will dictate the right design of the research.					
3. Methodology of the research determine the data collection methods.					
4. Methodology is the logical basis behind your research.					
5. Methodology is a confusing term with methods and design.					
6. Others (Please specify)					
D. Analysis of Data					
Indicator	(5) VD	(4) MD	(3) LD	(2) SD	(1) ND
1. Statistical Analysis using two categories descriptive and inferential analysis.					
2. Text Analysis is discovering and extracting data to discover a pattern in a large data set					
3. Diagnostic Analysis is useful to identify behavior patterns of data.					
4. Predictive Analysis is the Prediction of future outcome based on current or past data					
5. Prescriptive Analysis combines the insight from all previous analysis to determine which action to take in a current problem or decision.					
6. Others (Please specify)					

PRE and POST TEST QUESTIONS

Read the sentences carefully. Kindly write your answer on the space provided on the left.

- ____ 1. ____ is a part of the paper that is usually read first. Its aim is to capture the reader's attention.
- a. title
 - b. paradigm
 - c. framework
 - d. related studies
- ____ 2. This is the first step in research.
- a. conceptualization
 - b. choose methodology
 - c. writing research title.
 - d. synthesis
- ____ 3. The first step in formulating research title is ____.
- a. identifying the four elements to be found in the title.
 - b. asking your groupmates what is their chosen topic.
 - c. looking for a related literature
 - d. identify the research variables.
- ____ 4. The research design that **focusses on countable data and its analysis using statistical tool**.
- a. qualitative
 - b. mixed method
 - c. quantitative.
 - d. qual-quan concept
- ____ 5. A research design that identifies cause and effect relationships of a control group and experimental group. It has random assignment to different condition of treatment
- a. True Experimental
 - b. Pre-Experimental
 - c. Quasi-experimental
 - d. Selected Design
- ____ 6. The heart of your study and the basis of content of your chapter 4
- a. the statistical tool
 - b. topic of interest of the researcher.
 - c. descriptive statistical test.
 - d. statement of the problem.
- ____ 7. It directly speaks about the outcome of the research. It states what your research wants to accomplish.
- a. Statement of the problem
 - b. summary and recommendation.
 - c. outline of the study.
 - d. Title
- ____ 8. The title of the study must be ____ EXCEPT.
- a. specific
 - b. measurable
 - c. attainable
 - d. 20 substantive word.
- ____ 9. Methodology is the ____ of your study.
- a. process
 - b. blue print
 - c. Comparative
 - d. Correlational

_____ 10. Methods does not care about the plan on how you accomplish the study, therefore it is the _____ of the research.

- a. process
- b. design
- c. Correlational
- d. Causal

_____ 11. The questionnaire must be based from _____.

- a. statement of the problem
- b. methodology
- c. target
- d. interview

_____ 12. It deals with non-countable data.

- a. methodology
- b. qualitative
- c. quantitative
- d. design

_____ 13. is a plan or blue print to answer your research question

- a. qualitative
- b. quantitative
- c. research
- d. design

_____ 14. strategy used to implement that plan.

- a. narrative
- b. case study
- c. methods
- d. design

_____ 15. it deals with countable data.

- a. qualitative
- b. quantitative
- c. methods
- d. design

_____ 16. data which can be obtained through observation.

- a. qualitative
- b. quantitative
- c. methods
- d. design

_____ 17. It has roots in cultural anthropology where researchers immerse themselves within a culture, often for years.

- a. qualitative
- b. quantitative
- c. research
- d. Ethnography

_____ 18. Sequence of events, usually from just one or two individuals to form a cohesive story. You conduct in-depth interviews, read documents, and look for themes.

- a. Title
- b. Quantitative
- c. Narrative
- d. Ethnography

_____ 19. A study wherein the researcher relies on the participants' own perspectives to provide insight into their motivations. It describes an event, activity, or phenomenon.

- a. Title
- b. Phenomenological
- c. Narrative
- d. Ethnography

_____ 20. It involves a deep understanding through multiple types of data sources. Case studies can be explanatory, exploratory, or describing an event.

- a. Case study
- b. Phenomenological
- c. Narrative
- d. Ethnography

_____ 21. Looks to provide an explanation or theory behind the events. You use primarily interviews and existing documents to build a theory based on the data.

- a. Case study
- b. Phenomenological
- c. Narrative
- d. Grounded theory

____22. Seeks to describe the current status of an identified variable. These research projects are designed to provide systematic information about a phenomenon

- a. Descriptive research
- b. Phenomenological study
- c. Narrative
- d. Grounded theory

____23. Attempts to determine the extent of a relationship between two or more variables using statistical data.

- a. Descriptive research
- b. Correlational research
- c. Narrative
- d. Grounded theory

____24. It is known as ____ attempts to establish cause effect relationships among the variables. The researcher does not randomly assign groups and must use ones that are naturally formed or pre-existing groups.

- a. Descriptive research
- b. Correlational research
- c. Quasi experimental research
- d. Grounded theory

____25. Often called true experimentation, uses the scientific method to establish the cause-effect relationship among a group of variables that make up a study.

- a. Descriptive research
- b. Correlational research
- c. Quasi experimental research
- d. Experimental research

____26. Research method used to identify patterns in recorded communication to conduct content analysis, you systematically collect data from a set of texts, which can be written, oral, or visual:

- a. Content
- b. Descriptive
- c. Framework
- d. Grounded Theory

____27. ____ analysis helps understand the underlying events and their effect on the overall outcome. Some qualitative data, such as interviews or field notes may contain a story. For example, the process of choosing a product, using it, evaluating its quality and decision to buy or not buy this product next time.

- a. Content
- b. Narrative
- c. Framework
- d. Descriptive

____28. ____ is a research method for studying written or spoken language in relation to its social context. It aims to understand how language is used in real life situations. When you do ____analysis, you might focus on: The purposes and effects of different types of language.

- a. Content
- b. Narrative
- c. Discourse
- d. Descriptive

____29. When performing qualitative data analysis, it is useful to have a framework. A code frame (a hierarchical set of themes used in coding qualitative data) is an example of such framework.

- a. Content
- b. Narrative
- c. Discourse
- d. Framework

____30. This method of analysis starts by formulating a theory around a single data case. Therefore, the theory is "grounded" in actual data. Then additional cases can be examined to see if they are relevant and can add to the original theory.

- a. Content
- b. Grounded theory
- c. Discourse
- d. Framework

Interview Guide

Name of Interviewee: (optional) _____

School: _____ Date/Time: _____

Magandang umaga/hapon Mr/Ms _____. Ako si Ma'am Jenny D. Samante. Kasalukuyang akong nagsasagawa ng pag aaral tungkol sa *"Difficulties Encountered by Senior High School Students in Labo-A Cluster School in Writing Research"*. Kaugnay nito nais ko malaman ang inyong saloobin tungkol sa ilang katanungan.

- 1.) Kumusta po ang students ninyo matapos nilang gamitin ang research instructional material kit?
- 2.) Sa pag identify po ng methodology hindi na po ba nahirapan ang mga students ninyo pagkatapos nila gamitin ang Instructional Material Kit?
- 3.) Pagkatapos ninyong mag kolekta ng data, paano po nag aanalysis ang mga bata? nahirpan pa rin po ba sila?
- 4.) Paano mo/ninyo pinili ang mga statistical tool para ng inyong research paper?

Maraming salamat sa inyong oras at kooperasyon.

EVALUATION SHEET

Adapted from Learning Resource Management and Development System (LRMDS)

Name: (optional) _____

Position/ Designation : _____

Office Address: _____

Instruction:

Kindly evaluate the material carefully then write your comments/ justifications/ suggestions to further enhance the research output.

A. Content		Comment/ Suggestions/ Recommendations
1	Content is suitable to the student's level of development.	
2	Material contributes to the achievement of specific objectives of the subject area and grade level for which it is intended.	
3	Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	
4	Material is free of ideological, cultural, racial, gender biases and prejudices.	
5	Material is free of ideological, cultural, racial, gender biases and prejudices.	
5.1	Pride in being a Filipino	
5.2	Scientific attitude and reasoning.	
5.3	Desire for excellence.	
5.4	Love of country.	
5.5	Helpfulness/Teamwork/	
5.6	Unity	
5.7	Desire to learn new things	
5.8	Honesty and trustworthiness	
5.9	Ability to know right from wrong	
5.10	Respect	
5.11	Productive work	
5.12	Others (please specify)	
6	Material has the potential to arouse interest target reader.	
7	Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.	
B. Format		Comment/ Suggestions/ Recommendations

1. Prints		
1.1	Size of letters is appropriate to the intended user.	
1.2	Spaces between letters and words facilitate reading.	
1.3	Font is easy to read	
1.4	Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly place screen registration).	
2. Illustrations		
2.1	Simple and easy recognizable.	
2.2	Clarify and supplement of the text.	
2.3	Properly labeled or captioned (if applicable)	
2.4	Realistic appropriate colors.	
2.5	Attractive and appealing.	
2.6	Culturally relevant	
3. Design and Layout		
3.1	Attractive and pleasing to look at.	
3.2	Simple (i.e., it does not distract the attention of the reader.	
3.3	Adequate illustration to the text.	
3.4	Harmonious blending of elements (e.g., illustrations and text.)	
3.5	Relatively light	
4. Paper Binding		
4.1	Paper used contributed to easy reading.	
4.2	Durable binding to withstand frequent use.	
5. Size and Weight of the Material		
C. Presentation and Organization		Comment/ Suggestions/ Recommendations
1.	Presentation is engaging, interesting, and understandable.	
2.	There is a logical and smooth flow of ideas.	
3.	Vocabulary level is adapted to target readers' likely experience and level of understanding.	
4.	Length of sentences is suited to the comprehension level of the target reader.	
5.	Sentences and paragraph structures are varied and interesting to the target reader.	
D. Accuracy and Up-to-Datedness of Information		Comment/ Suggestions/ Recommendations
1.	Conceptual errors.	
2.	Factual errors.	
3.	Grammatical errors	
4.	Computational errors (not applicable)	

5.	Obsolete information.	
6.	Typographical and other minor error (e.g., inappropriate or unclear illustration, missing labels, wrong captions, etc.)	
Other Comments: (Please write your comments and recommendations on the material not captured in the evaluation.) <hr/> <hr/> <hr/> <hr/> <hr/>		
Recommendation: <i>Please put a check mark (/) in the appropriate box.</i> <input type="checkbox"/> I Recommend the approval of the material for possible use in the public schools provided that the corrections/revisions included in this report are made. (For commercial resources or non-DepEd owned resources) the publisher must implement all recommended corrections/revisions in their next printing or provide errata. <input type="checkbox"/> I do not recommend the approval of the possible use in the public schools for the reasons stated below and./or cited in this evaluation sheet.		
<i>I Certify that this evaluation and recommendation are my own and have been made without any undue influence from others.</i> Evaluator: _____ Signature: _____		