

EFFECTIVENESS OF PRACTICAL RESEARCH 2 PRIMER IN PASO DE BLAS NATIONAL HIGH SCHOOL

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**Effectiveness of Practical Research 2 Primer
in Paso De Blas National High School**

An ACTION RESEARCH

Presented to
Regional Research Committee (RRC)
and Department of Education

PRIME

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ABSTRACT

**Effectiveness of Practical Research 2 Primer
in Paso De Blas National High School**

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Creating a research primer is a first step toward developing a research culture and standardized format that will assist learners in understanding the underlying principles of research writing. Accordingly, the researchers conducted the study to test the effectiveness of BESH (Building Essentials for Senior High), the first practical research 2 primer of Paso De Blas Senior High School, in terms of general format styles, discussion of parts in writing quantitative research, and defense process as an intervention to improve their writing research skills.

Thirty learners were chosen in a stratified sampling method from the class taking Practical Research 2 in the first semester for the academic year 2020-2021 to address the quantitative questions like pre-survey, post-survey, and four-point scale performance output rubric. Meanwhile, the respondent for the five-item qualitative questions was the first semester practical research 2 teacher to evaluate the students' improvements before and after using the intervention.

The study found that using BESH: Practical Research 2 Primer increased the mean score by 0.81. The findings were also supported by the narratives of practical research 2 teachers, in which students improved their research output before and after using the



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research primer. As a result, it was an effective intervention in improving the performance output of Grade 12 students in Practical Research 2.

The researchers recommend that teachers use a BESH: Practical Research 2 Primer to standardize the technicalities and procedures in writing research papers, especially since most students have a negative perception of writing research papers these days.

Keywords: Teaching and Learning, Practical Research 2 Primer, Mixed Method, Paso de Blas Senior High School





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Ian Jay B. Formacion and Jocelyn Marie H. Gahol

Researchers





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I. Context and Rationale

The world is not perfect, and people tend to find solutions to solve the prevailing problems to experience the betterment of life. The main purpose of research is to inform action, prove a theory, and contribute to the developing knowledge in a field of study (Zarah, 2019). This idea is also the aims of the Department of Education that practical research subject develops critical thinking and problem-solving skills through qualitative and quantitative research.

In the situation of Paso De Blas National High School- Senior High School, practical research teachers, and learners faced challenges or difficulties in the process of research. Based on the observation and experiences of research teachers, they noticed that learners who took practical research 2 had had trouble in terms of format or technicalities that were shown in their research output. It was also supported by an interview with the randomly selected learners from ABM Rembrandt. According to these learners, there were confusions in the terminology that were being used in practical research 2, there is no standard format or research primer used in the school and lastly, they had trouble in understanding the concept of research because their practical research teachers were coming from different university and research culture.

These prevailing problems were also identified by the teachers during their Departmental Learning Action Cell in which the least mastered learning competencies in the curriculum guide for practical research 2 subject were finalized; presents the best design (CS_RS12iiH-J-5) and presents research workbook (CS_RS12-IIh-j-6). All the teachers agreed to have a learning program about standardized format and process of writing quantitative



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research which was aligned to the DepEd order 42 series of 2017 which was clearly stated in domain 4 that there should be relevance and responsiveness of the learning process (DepEd, 2017). It simply denotes that teacher should implement academic programs and interventions to ease and solve the problems faced by the learners. The insights of teachers were supported to the training and workshop for Practical Research 2 teachers last December 2019 that there is a need to have standard guidelines in writing quantitative research by creating a research primer which will be the start to build a positive research culture.

As cited in one of the key findings by Hanover Research (2014), plans for a culture of research should include consideration of learners' involvement. It is implied that the faculty and administration should determine and support the needs and skills of learners to be developed in writing quality and relevant research. However, it takes serious and strategic efforts to build a culture of research (Roxas-Soriano et.al, 2020). Creating a research primer is a first step to build a research culture in Paso de Blas Senior High School that will not only teach learners to know and understand the underlying principles of writing research but to apply them in their daily lives and be a catalyst of change in society through the insights and skills that they will gain.

Therefore, the researchers conducted this action research to test the effectiveness of BESH (Building Essentials for Senior High), the first practical research 2 primer of Paso De Blas Senior High School in terms of general format styles, discussion of parts in writing quantitative research, and defense process which promotes learning and building research culture.



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II. Innovation, Intervention, and Strategy

The BESH Practical Research 2 Primer primarily focused on the general format styles, discussion of parts in writing quantitative research, and defense process. It was an intervention to fill the gaps, confusions, and misconceptions of learners in writing and presenting quantitative research.

This intervention is a learner-friendly research primer that helped learners to understand quantitative research easily and cultivate their critical thinking skills. Furthermore, it is a great avenue to produce a better quality of research across different fields.

The researchers started to prepare the learning materials, validate instruments and assessment tools, selection of respondents, and learners started to write their research output without using BESH in October 2020. The activities were done smoothly, however the DepEd extended the first and second quarter schedule. As a result, the schedule of module distribution has changed too. This situation affected the data gathering process.

Despite the unexpected changes, the researchers still believed that they could meet the deadlines. Then, they checked the learners' initial research output without using the BESH and administered a pre-survey, four-point scale performance output rubric, and interview which was done by the second to the third week of January 2021.

Then the researchers decided to write a request to extend and modified the timeline due to circumstances. While waiting for the approval of the modified timeline, learners were given three weeks to edit and revise their proposal and by the third week of February, the



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intervention was implemented. The following week researcher received their approved modified timeline.

Although the researchers had approved their modified timeline, they still experienced problems like late submission of learners' research drafts due to poor internet connection and slow phasing in writing research. The researchers still gave consideration and extension despite that the modified timeline will be affected.

The research journey of learners was observed and monitored by the researchers. After the intensive consultation, learners were able to write an improved research output based on the guidelines of BESH and they presented their final research proposal on paper from March 24 to 25, 2021. Their progress was supported with the results of post-survey, four-point scale performance output rubric, and narratives of practical research 2 teacher which are present in the appendix section.

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III. Action Research Questions

The purpose of the action research titled Effectiveness of Practical Research 2 Primer was to test the effectiveness of BESH (Building Essentials for Senior High), Paso De Blas Senior High School's first practical research 2 primer, in terms of general format styles, discussion of parts in writing quantitative research, and defense process as an intervention to improve their writing research skills. The following are the research questions:

1. What is the performance output of the Practical Research 2 learners before the utilization of BESH relative to:
 - 1.1 learner's evaluation of their initial research proposal; and
 - 1.2 teacher's evaluation on the initial research proposal of learners?
2. What is the performance output of the Practical Research 2 learners after the utilization of BESH?
 - 2.1 learner's evaluation of their final research proposal; and
 - 2.2 teacher evaluation on the final research proposal of learners?
3. Is there a significant improvement to the performance output of Practical Research 2 learners before and after the utilization of BESH?
4. How do the learners/teachers evaluate BESH in terms of:
 - 4.1. general format style;
 - 4.2 discussion of parts; and
 - 4.3 defense process?



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IV. Action Research Methods

A. Research Design

To gather and analyze data, this study used a mixed method design, which combines a qualitative and quantitative approach. According to Creswell (2012), a mixed methods research design is a method of gathering, analyzing, and "mixing" quantitative and qualitative research and methods in a single study to better understand a research problem. Because mixed method design can provide complete and comprehensive data to meet the research objectives and answer the research questions about the effectiveness of the practical research 2 primer in Paso de Blas Senior High School. To obtain quantitative and qualitative data, the mixed method approach was utilized by administering a questionnaire and semi-structured interview as research instruments. The interview findings were coded and examined to support the questionnaire's conclusions, and the data from the questionnaire was analyzed using descriptive statistics.

B. Participants and/or other Sources of Data and Information

This study aimed to test the effectiveness of BESH: Practical Research 2 Primer was used as a tool for grade 12 learners at Paso de Blas National High School who were taking Practical Research 2 in the school year 2020-2021.

Thirty learners were chosen in a stratified sampling method from the class taking Practical Research 2 in the first semester for the academic year 2020-2021 to address the quantitative questions. The researchers used stratified sampling method to draw conclusions from different sub-groups in the practical research 2 class. All the learners were given a



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consent form to secure their data privacy. Meanwhile, the respondent for the five-item qualitative questions was the first-semester practical research 2 teacher for the academic year 2020-2021.

C. Data Gathering Methods

The researchers created the BESH Practical Research 2 primer which was validated by the different experts from the field of education. Followed by an adapted and modified four-point scale performance output rubric (Dela Cruz, 2017), pre-survey and post-survey questionnaires, and two sets of five-item interview questions that were also validated.

The learners started to write their initial research proposal without using a research primer. Then, the practical research 2 teacher monitored and facilitated the learners writing process of a research paper. As the learners finished their initial research proposal, the assessment tool, pre-survey, and interview questions were administered to assess their performance output and to describe the improvements in writing and presenting quantitative research. They were given three weeks to revise their initial research proposal.

After the revision, the researchers conducted online classes using the BESH: Practical Research 2 Primer to the participants, and it was distributed for the learners to utilize it as their guide in writing their research paper. Then, the practical research 2 teacher monitored and facilitated the learners writing process of a research paper.

After consultation, learners had finished their final research proposal, the assessment tool, post-survey, and interview questions were administered to assess their performance output and to describe the improvements in writing and presenting quantitative research using BESH Practical Research 2 Primer.



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Thirty learners answered the pre-survey 10-item general questionnaire to assess their initial research proposal and knowledge about research without a standardized research primer. Meanwhile, the post-survey questionnaire was given to the same learners to assess the effectiveness of BESH Practical Research 2 Primer in terms of the specified three categories which are general format style, discussion of quantitative research parts, and defense process.

The survey questionnaires contained a four-point scale, the weighted mean scores were verbally interpreted as follows: 3.26-4.0 as Strongly Agree, 2.51-3.25 as Agree, 1.76-2.5 as Disagree, and 1.00-1.75 as Strongly Disagree.

The teacher's four-point scale performance output rubric, which the panel members used to evaluate the learners' performance, focused on the following categories: general format style, discussion of quantitative research parts, and defense process. The researchers also inquired about their interactions with BESH with the same group of research teachers.

The teacher's 4-point scale performance output rubric contained a scale of 4 to 1, 4 as Excellent, 3 as Very Good, 2 as Good, and 1 as Needs Improvement.

The five-item semi-structured interview questions were asked before and after using the research primer to the practical research 2 teacher. The interview aimed to describe how she facilitates learners in writing research and describe learners' experiences and improvements in writing and presenting research papers.



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D. Data Analysis

The researcher used both quantitative and qualitative data. First, the researchers used quantitative data as they conducted a pre-survey questionnaire to test the learners' initial research proposal, recorded the respondents' performance output scores before and after using BESH: Practical Research 2 Primer, and conducted a post-survey questionnaire with scores recorded, tabulated, analyzed, and interpreted.

In interviewing the Practical Research 2 teacher, the researchers used qualitative data to describe the learners' experiences and improvements in writing and presenting research papers before and after using BESH Practical Research 2 Primer.

The data were transcribed and organized to produce the initial and final coding to generate themes for data analysis. The researchers clarified how the description and themes in the research narrative would be conveyed.

With the aid of range and descriptive ranking, the researchers computed the Mean scores of each category to explain the level of success of the learners. The researchers used the paired sample t-test to test the hypotheses.



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V. Discussion of Results and Reflection

A. Research Results/Findings

The results of the study, "BESH: Effectiveness of Practical Research 2 Primer in Paso de Blas National High School" are presented as follows:

1. Performance output of the Practical Research 2 learners before the utilization of BESH.

1.1 The learner's evaluation on their Initial Research Proposal Before the Utilization of

BESH: Practical Research 2 Primer

Table 1.1
Learners' Evaluation on their Initial Research Output Before using BESH Practical Research 2 Primer

Indicator	Weighted Mean	Verbal Interpretation
1. The general format of the research is systematically developed and organized.	2.37	Disagree
2. The general format of the research is simple and easily recognizable.	2.47	Disagree
3. The general format is appropriate for the use in school.	2.43	Disagree
4. The discussion of research parts is clear and easy to follow.	2.63	Agree
5. The discussion of research parts is specific and defined.	2.90	Agree
6. The discussion conveys the message of the research.	2.73	Agree
7. The defense process contributes to the achievement of specific objectives of the subject area and grade level for which is intended.	3.43	Strongly Agree
8. The defense process provides the development of higher cognitive skills such as critical thinking, creativity, inquiry, problem solving, etc.	3.73	Strongly Agree
9. The defense process is free from biases and prejudices.	3.60	Strongly Agree
10. The defense process promotes positive values that support formative growth.	3.60	Strongly Agree
Composite Mean	2.99	Agree



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The table shows the pre-survey results in which learners evaluate their performance output in writing and presenting quantitative research without using practical research 2 primer which has a composite mean of 2.99 and verbally interpreted as "Agree" shown in the table.

Most of them understand the discussion of research parts which verbally interpreted as "Agree" because their practical research teacher had clarified and discussed again the context of writing quantitative research. Meanwhile, they are "Strongly Agree" with the defense process because their research adviser and panel members helped them to improve their research output.

However, learners had difficulty in presenting a unified general format style in their initial research output which was verbally interpreted as "Disagree" because their previous research teacher had a different research culture compared to their present research teacher and they are not aware of the technicalities of writing quantitative research.

1.2 Teacher Evaluation on the Initial Research Proposal of Learners Before the Utilization of BESH: Practical Research 2 Primer.

From the interview conducted with the practical research 2 teacher who observed the status of learners in writing research before using BESH Practical Research 2 Primer, two emerging themes have surfaced: *varied format* and *writing style lapses*.

Varied Format

The learners produced a research output that had a different general format style even their practical research 2 teacher had already discussed it in their online class. The possible reason for this problem was their background knowledge from the qualitative



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research subject became their repertoire to understand more the quantitative research. Also, their previous research teachers and the module came from the DepEd was written by research teachers from other schools who had different research cultures which made the learners produce research with different general format styles.

Below are some of the answers given by the practical research 2 teacher during the interview:

The components of quantitative research were present in their output but the specific format like font style, size, and other general format styles was different. There some points and parts of the research were not arranged.

Their previous research teacher and the module that they received from our division was written by research teachers who have also different research cultures.

Writing Style Lapses

Organizing and synthesizing ideas were the common writing style lapses of learners. Although their language teachers taught them to write properly relevant academic essays, the possible root for this was their linguistic skills from primary to secondary are not fully developed due to a lack of writing practices.

Below are some of the answers given by the practical research 2 teacher during the interview:

I noticed their writing style was free flowing wherein the ideas were continuous and not organized. As a result, synthesizing of ideas specifically in Chapter 1 and 2 were established.

From the stated learners' struggles, the practical research 2 teachers discussed again the content and format of quantitative research for the learners to know and



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analyze each part. The action done by the practical research teacher resulted in an improvement in their initial research output, but it was not enough.

2. Performance Output of the Practical Research 2 Learners After the Utilization of BESH:

Practical Research 2 Primer

2.1 The Learner's Evaluation of their Final Research Proposal after the Utilization of BESH:

Practical Research 2 Primer.

Table 2.1
Learners' Evaluation on their Initial Research Output after using BESH Practical Research 2 Primer

Category	General Weighted Mean	Verbal Interpretation
General Format Style	3.66	Strongly Agree
Discussion of Parts	3.66	Strongly Agree
Defense Process	3.64	Strongly Agree
Composite Mean	3.65	Strongly Agree

The table shows the post-survey results in which learners evaluate their performance output in writing and presenting quantitative research using practical research 2 primer which has an composite mean of 3.65 and verbally interpreted as "Strongly Agree" as shown in the table. Among the three categories, General Format Style and Discussion of Parts obtained the highest composite mean of 3.66 while the category of Defense Process obtained the lowest composite mean of 3.64.

The above-mentioned results of performance output of learners are also supported based on the observation of their practical research 2 teacher.



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2.2. Teacher Evaluation on the Final Research Proposal of Learners After the use of BESH: Practical Research 2 Primer

From the interview conducted with the practical research 2 teacher who observed the status of learners in writing research after using BESH Practical Research 2 Primer, two emerging themes have surfaced: *unified format* and *fewer inquiries*.

Unified Format

The practical research 2 primer was detailed and had a clear discussion about the general format styles, contents of quantitative research, and process of defense which helped them to be more mindful in following the rules in writing research output. As a result, learners created a unified format that was manifested in their research output.

Below are the answers given by the practical research 2 teacher during the interview:
Every group from ABM and STEM produced a unified format in their final research proposal because of the research primer. Therefore, a standardized format was observed.

Fewer Inquiries

From the previous misconceptions and confusion, the learners now had a clear understanding of writing quantitative research which helped their research teacher to have minimal supervision. The intervention was effective because learners were able to identify their writing lapses and other concepts that were needed to revise.

Below are some of the answers given by the practical research 2 teacher during the interview:



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After I introduced and discussed the research primer to my learners, I noticed that the questions were lessened about general format styles because they have their research primer copy to read, edit, and verify their research output.

Confusions and/or misconceptions were diminished, and they can easily identify their grammar or technical lapses.

Therefore, the learner's performance output and practical research 2 teacher narratives based on observation and monitoring shown an improvement in writing quantitative research using BESH Practical Research 2 Primer.

3. Significant Improvement to the Performance Output of Practical Research 2 Learners
Before and After the use of BESH: Practical Research 2 Primer

Table 3
A significant difference between the pre-performance test and the post-performance test

	Total Number of Learners	Mean	t	t critical two-tailed	Level of Significance	df	Decision	Interpretation
Pre-test	30	1.95	24.23	2.045	0.05	29	Reject Ho	Significant
Post-test		2.76						

Table 5 shows the Pre-test mean score of 1.95 while the Post-test mean score was 2.76. The data on table 5 also revealed that the t value of 24.23 is greater than the t-critical value of 2.045 with a 0.05 level of significance therefore the decision is to reject the null hypothesis or there is a significant difference between the pre-performance test and post-performance test of Grade 12 learners in Practical Research 2.



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4. Learners and Teacher Evaluation of BESH: Practical Research 2 Primer in terms of General Format Style, Discussion of Parts, and Defense Process.

Table 4.1
Learners' evaluation on BESH Practical Research 2 Primer about the General Format Style

Indicator	Weighted Mean	Verbal Interpretation
The size of the letters is appropriate to the intended user.	3.23	Agree
The spaces between letters and words facilitate reading.	3.70	Strongly Agree
The general format style is systematically developed and organized.	3.77	Strongly Agree
The general format style is simple and easily recognize.	3.77	Strongly Agree
The general format style is appropriate for use in school.	3.83	Strongly Agree
Composite Mean	3.66	Strongly Agree

Table 6 shows the results of the researcher's post-survey about their involvement in teaching Practical Research 2 using the BESH: Research Primer about the General Format Style, which has a composite mean of 3.66 and was verbally interpreted as "Strongly Agree." Except for the first indicator, which obtained the verbal interpretation of "Agree," all four indicators obtained the same verbal interpretation of "Strongly Agree." The highest weighted mean was 3.83 under the indicator 5 "*The general format type is suitable for use in school,*" while the lowest weighted mean was 3.23 under the indicator 1 "*The size of letters is appropriate to the intended user.*" This means that the research primer assists learners in writing their research papers, increasing their success output on the general format style.



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From the interview conducted with the practical research 2 teacher who observed the status of learners in writing research after using BESH Practical Research 2 Primer, three emerging themes have surfaced in the general format styles: *conscious*, *looked formal*, and *easy to follow*.

Conscious

The practical research 2 teacher observed that learners became conscious or mindful to follow properly the guidelines in general format styles. She observed that learners able to discriminate all their format lapses which help them to produce a readable research paper. It simply implied that learners had improved their writing skills using the research primer.

Below are the answers of practical research 2 teacher during the interview:

I noticed they were more conscious of following the content in the research primer. They can easily identify their format and writing lapses like in the table of contents, page numbering, or the entire general format style.

Looked Formal

The practical research 2 teacher observed that learners had understood the importance of creating a research paper that looked formal and neat to make their research paper readable or clear. All the groups in ABM and STEM manifested this improvement in their final research proposal.

Below is the answer of practical research 2 teacher during the interview:



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The research primer helped them have a clear understanding to make their paper looked formal and easy to read.

Easy to Follow

According to the practical research 2 teacher, learners found the research primer easy to follow or use because of the detailed discussion of format styles. It guides the learners to produce a unified output. Also, she observed that learners followed properly the needed documents and rules in writing appendices. It is a manifestation that they fully understand the rules and content of writing a research paper.

Below are the answers of practical research 2 teacher during the interview:

Through the help of a research primer, learners found it easy to follow and produce a unified and detailed format especially in the appendices section which includes the research letters, survey questionnaires, and the like.

Therefore, the learner's evaluation shown in table 6 and the narratives of their practical research 2 teacher show an improvement of their research output in general format style compared to the performance output without using BESH Practical Research 2 Primer.

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Table 4.2
Learners' Evaluation on BESH Practical Research 2 Primer about the Discussion of Parts

Indicator	Weighted Mean	Verbal Interpretation
The discussion of parts uses short and familiar words.	3.63	Strongly Agree
The discussion of parts is clear and easy to follow.	3.70	Strongly Agree
The discussion of parts is specific and defined.	3.63	Strongly Agree
The discussion conveys the message of the study.	3.67	Strongly Agree
The discussion of parts is relevant to the need.	3.67	Strongly Agree
Composite Mean	3.66	Strongly Agree

The results of the researcher's post-survey on their engagement in the teaching of Practical Research 2 using the BESH: Research Primer about the Discussion of Parts with a composite mean of 3.66 and verbally interpreted as "Strongly Agree" are shown in the table. The verbal interpretation of "Strongly Agree" was the same for all five indicators. Indicator 2 "*The discussion of parts is clear and easy to follow.*" received the highest weighted mean of 3.70, while indicators 1 and 3 "*The discussion of parts uses short and familiar words.*" and "*The discussion of parts is specific and defined.*" received the lowest weighted mean of 3.63. This means that the research primer assists learners in writing their research paper, increasing their success output on the parts of the research paper.

From the interview conducted with the practical research 2 teacher who observed the status of learners in writing research after using BESH Practical Research 2 Primer, two emerging themes have surfaced in the discussion of quantitative research parts – know the content and understand the process.



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Know the Content

The practical research 2 teacher observed that learners knew more about the content of writing research compared to their writing skills status before using the BESH. Inquiries were lessened because the research primer had a clear discussion from preliminaries to appendices which made teacher have minimal supervision but monitoring the research outputs were observed.

Below are the answers of practical research 2 teacher during the interview:

Not only specific format was the focus of research primer but also discussion of the content in writing their research paper. As a result, inquiries and confusion were lessened about the contents of quantitative research.

Understand the Process

The observation and monitoring of practical research 2 teacher proved that learners knew and understood the process of writing research because the BESH had a clear explanation on each part of quantitative research. The research primer guides the learners to follow the step-by-step process of writing their ideas from preliminaries to appendices. It implied that the research primer helped them to understand the underlying concept in quantitative research and able to write a clear and detailed research output.

Below are the answers of practical research 2 teacher during the interview:

The research primer helped the learners to understand more the content and process of writing quantitative research. The feature of the research primer was detailed that



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served as a guide for the learners. As a result, they knew to write an organized introduction that will lead to the rationale of the study. Same with designing and explaining theoretical and other parts or chapters. In other words, a research primer can stand alone to help learners to have a clear understanding of writing quantitative research.

Therefore, the learner's evaluation shown in table 7 and the narratives of their practical research 2 teacher shows an improvement of their research output in the aspect of the discussion of quantitative research parts compared to the performance output without using BESH Practical Research 2 Primer.

Table 4.3

Learners' Evaluation on BESH Practical Research 2 Primer about the Defense Process

Indicator	Weighted Mean	Verbal Interpretation
The defense process is suitable to the learner's level of development.	3.70	Strongly Agree
The defense process contributes to the achievement of specific objectives of the subject area and grade level for which is intended.	3.60	Strongly Agree
The defense process provides the development of higher cognitive skills such as critical thinking, creativity, inquiry, problem solving, etc.	3.63	Strongly Agree
The defense process free from biases and prejudices.	3.63	Strongly Agree
The defense process promotes positive values that support formative growth.	3.63	Strongly Agree
Composite Mean	3.64	Strongly Agree



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The table shows the results of the researcher's post-survey about their engagement in the teaching of Practical Research 2 using the BESH: Research Primer about the Defense Process, which had a composite mean of 3.64 and was verbally interpreted as "Strongly Agree." The verbal meaning of "Strongly Agree" was the same for all the five indicators. Indicator 1 "*The defense process is suitable for the learner's developmental level.*" received the highest weighted mean of 3.70, while indicator 2 "*The defense process contributes to the achievement of specific objectives of the subject area and grade level for which it is intended*" received the lowest weighted mean of 3.60. This means that the research primer assists learners in writing their research papers, increasing their success output on the defense process.

From the interview conducted with the practical research 2 teacher who observed the status of learners in writing research after using BESH Practical Research 2 Primer, two emerging themes have surfaced in the defense process: *improvement of research output* and *improvement of scores*.

Improvement of Research Output

The learners' evaluation on BESH Practical Research 2 Primer about the Defense Process was also supported with the narratives of practical research 2 teacher wherein the panelists and research teacher saw an improvement on in the content of learner's research proposal. The panel members said that learners followed properly the recommendations from the previous defense which was a manifestation that they understand the process of writing research.



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Below are the answers of practical research 2 teacher during the interview:

I heard the comments from the panel members that our learners had shown an improvement in their research papers. They also learned more about the process of writing quantitative research.

Improvement of Scores

The practical research was impressed on the improvement of learners because their scores got increased compared to the initial research proposal. It only shows that learners were more mindful of how they present their research output and must carefully follow the comments and recommendations of the panel members to create a relevant research proposal.

Below are the answers of practical research 2 teacher during the interview:

Learners were improved based on the scores they got. However, we cannot see immediately the hundred percent of what they have learned because they need enough time, chances, and experiences to have a perfect research paper.

Therefore, the learner's evaluation shown in table 11 and the narratives of their practical research 2 teacher show an improvement in writing and presenting their research output in the aspect of defense process compared to the performance output without using BESH Practical Research 2 Primer.



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B. Reflection

1. The use of BESH: Practical Research 2 Primer increases learners' success and class participation, according to this report. However, the researcher faced many obstacles in the report, including the absent learners and several class suspensions due to the Covid 19 Pandemic. Due to these obstacles, the researcher altered the study timeline and held remedial courses for learners who had missed many classes. In addition, the research primer helped the Paso de Blas Senior High School to build and create its own research culture that will engage learners to participate, think critically, and create relevant research across different disciplines.

2. Even though that the intervention was successful, the researchers thought that learners must be given more time to practice, write, and revise for them to produce a best research paper.

3. The advice and recommendations of validators, panel members, and head teacher to the researchers and learners greatly helped to produce a quality intervention and research papers. As a result, the BESH: Practical Research 2 Primer became aid to Practical Research 2 teachers who are having trouble in coming up with successful strategies to boost their learners' writing research results. This form of teaching technique could be used by teachers in a variety of subject areas to inspire learners' active involvement and commitment.



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VI. Action Plan

These are the plans that the researchers put into practice after the action research was completed.

Objective/s	Activities/Strategies	Persons Involved	Time frame
To share the result of the study with the Senior High School Faculty.	1. Lecture and Discussion during DLAC.	Researchers, Principal, and SHS Faculty of PdBNHS	May to June 2021
To share the result of the study and to motivate the faculty of Paso de Blas National High School to conduct their action research.	1. Lecture and Discussion during INSET 2. Distribution of Online Flyers and/or Pamphlets	Researchers, Principal, and Faculty of PdBNHS	June to August 2021
To share the intervention utilized on during Division LAC Session the study with all Senior High School research teachers.	1. Lecture and Discussion 2. Distribution of Online Flyers and/or Pamphlets	Researcher, SHS Supervisor, Division Research Committee, and Senior High School research teachers	June – December 2021
To share the results of the study to a National and International Conference.	1. Poster and Paper Presentation	Researchers	July to December 2021

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VIII. Financial Report

The expense breakdown used in the action research is summarized below, and it includes expenses, cost estimates, actual cost, and means of verification.

Expenses	Cost Estimates	Actual Cost	Means of Verification
Office Supplies		₱ 550.00	OR
		₱ 742.00	OR
		₱ 1,800.00	OR
		₱ 857.90	OR
		₱ 740.00	OR
	₱ 5,460.00	₱ 4,689.90	OR
Report Materials		₱ 300.00	RER
		₱ 300.00	RER
		₱ 300.00	RER
		₱ 300.00	RER
		₱ 300.00	RER
		₱ 300.00	RER
		₱ 300.00	RER
		₱ 300.00	RER
		₱ 300.00	RER
		₱ 300.00	RER
		₱ 800.00	OR
	₱ 5,250.00	₱ 3,800.00	OR and RER
Duplication Services	₱ 5,650.00	₱ 4,921.00	OR
Transportation		₱ 44.00	RER
		₱ 56.00	RER
		₱ 80.00	RER
		₱ 56.00	RER
		₱ 56.00	RER
		₱ 56.00	RER



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	₱ 56.00	RER
	₱ 44.00	RER
	₱ 56.00	RER
	₱ 56.00	RER
	₱ 56.00	RER
	₱ 56.00	RER
	₱ 56.00	RER
	₱ 56.00	RER
	₱ 80.00	RER
	₱ 80.00	RER
	₱ 80.00	RER
	₱ 80.00	RER
	₱ 78.00	RER
	₱ 74.00	RER
	₱ 92.00	RER
	₱ 86.00	RER
	₱ 74.00	RER
	₱ 74.00	RER
	₱ 74.00	RER
	₱ 78.00	RER
	₱ 86.00	RER
	₱ 86.00	RER
	₱ 74.00	RER
	₱ 86.00	RER
	₱ 74.00	RER
	₱ 74.00	RER
	₱ 92.00	RER
	₱ 92.00	RER
	₱ 92.00	RER
	₱ 92.00	RER
	₱ 92.00	RER
	₱ 2,582.00	RER
Food	₱ 1,500.00	₱ 418.00 OR



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	₱ 220.00	OR	
	₱ 1,208.90	OR	
	₱ 1,065.00	OR	
	₱ 453.43	OR	
	₱ 396.00	OR	
	₱ 868.50	OR	
	₱ 360.00	OR	
	₱ 286.00	OR	
	₱ 600.00	OR	
	₱ 299.00	OR	
	₱ 400.00	OR	
	₱ 240.00	OR	
	₱ 538.00	OR	
	₱ 439.00	OR	
	₱ 333.00	OR	
	₱ 679.00	OR	
	₱ 541.86	OR	
	₱ 198.00	OR	
	₱ 8,400.00	₱ 9,543.69	OR
Notary Service		₱ 200.00	RER
Ring Bind		₱ 200.00	RER
		₱ 200.00	RER
		₱ 200.00	RER
		₱ 600.00	RER
TOTAL	₱ 26,260.00	₱ 26,336.59	OR and RER

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IX. Annexes

The documents listed below were mentioned and used in action research to back up certain statements in the report.

Annex A: Pre-Survey Questionnaire

Effectiveness of Practical Research 2 Primer in Paso de Blas National High School

Name (Optional): _____ Email: _____

Section: _____ Contact Number: _____

Good day!

The main goal of this action research is to test the effectiveness of the Practical Research 2 primer in the following aspect like the guidelines on the organization and manuscript format, discussion of each part in quantitative research, and process of presentation and submission of theses.

In line with this, we are asking your precious time to answer this pre-survey questionnaire that aims to identify the level of agreement on your research output without using any research primer. We assure that your personal information will be kept confidential. Thank you for consideration and we hope you will be able to accept our request.

Respectfully,

Ian Jay B. Formacion

Researcher

Jocelyn Marie H. Gahol

Researcher



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Directions: Check the box that corresponds your level of agreement in writing a research output without using any primer.

Statements	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1. The general format of the research is systematically developed and organized.				
2. The general format of the research is simple and easily recognizable.				
3. The general format is appropriate for the use in school.				
4. The discussion of research parts is clear and easy to follow.				
5. The discussion of research parts is specific and defined.				
6. The discussion conveys the message of the research.				
7. The defense process contributes to the achievement of specific objectives of the subject area and grade level for which is intended.				
8. The defense process provides the development of higher cognitive skills such as critical thinking, creativity, inquiry, problem solving, etc.				
9. The defense process is free from biases and prejudices.				
10. The defense process promotes positive values that support formative growth.				



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Annex B: Post-Survey Questionnaire

Effectiveness of Practical Research 2 Primer in Paso de Blas National High School

Name (Optional): _____ Email: _____

Section: _____ Contact Number: _____

Good Day!

The main goal of this action research is to test the effectiveness of the Practical Research 2 primer in the following aspect like the guidelines on the organization and manuscript format, discussion of each part in quantitative research, and process of presentation and submission of theses.

In line with this, we are asking your precious time to answer this post-survey questionnaire that aims to identify the level of agreement on your research output using BESH: Practical Research 2 Primer. We assure that your personal information will be kept confidential. Thank you for consideration and we hope you will be able to accept our request.

Respectfully,

Ian Jay B. Formacion

Researcher

Jocelyn Marie H. Gahol

Researcher

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Directions: Check the box that corresponds your level of agreement in writing a research output without using any primer.



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GENERAL FORMAT STYLE	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
The size of letters is appropriate to the intended user. The spaces between letters and words facilitate reading. The general format style is systematically developed and organized. The general format style is simple and easily recognized. The general format style is appropriate for the school use.				
DISCUSSION OF PARTS	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
The discussion of parts uses short and familiar words. The discussion of parts is clear and easy to follow. The discussion of parts is specific and defined. The discussion conveys the message of the study. The discussion of parts is relevant to the need.				
DEFENSE PROCESS	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
The defense process is suitable to the student's level of development. The defense process contributes to the achievement of specific objectives of the subject area and grade level for which is intended. The defense process provides the development of higher cognitive skills such as critical thinking, creativity, inquiry, problem solving, etc. The defense process is free from biases and prejudices. The defense process promotes positive values that support formative growth.				



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Annex C: Research Questionnaire

Effectiveness of Practical Research 2 Primer in Paso de Blas National High School

Name (Optional): _____ Email: _____

Section: _____ Contact Number: _____

Good Day!

The main goal of this action research is to test the effectiveness of the Practical Research 2 primer in the following aspect like the guidelines on the organization and manuscript format, discussion of each part in quantitative research, and process of presentation and submission of theses.

In line with this, we are asking your precious time to answer this research questionnaire that aims to identify your experiences, observations, and challenges in facilitating students to write a practical research 2 output with and without using a research primer.

Thank you for consideration and we hope you will be able to accept our request.

Respectfully,

Ian Jay B. Formacion

Researcher

Jocelyn Marie H. Gahol

Researcher

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Description: This research questionnaire will be answered by the Practical Research 2 teachers. Semi-structured interview will be used.



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Research Questions (with and without Research Primer)

1. What have you observed in the research output of your students specifically in general format style?
2. What are the specific confusions or misconceptions of your students in the format of research?
3. Why do students find it difficult to follow the format of research?
4. What actions have you done as a research teacher after identifying the problems of students in research?
5. Was the action done effective for the students?





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Annex D: Transcriptions

Without using research primer

Question 1: What have you observed in the research output of your students specifically in general format style?

PR2 Teacher: So iba ang teacher nila sa practical research 1 and syempre meron din naman akong sariling standard na ginagamit in specific format in writing a research. Napansin ko na magkaiba siya basically, magkaiba siya in a way na (pause) yung basic parts is there nadoon ang important component ng research but the specific format like the (pause) format na size, style ay iyon ang medyo naiiba. Then there are some points or some parts wherein na nauuna ang isang part rather doon sa isa, Although I just comparing lang naman may own format to the previous format. Nandoon pa din ang context, components, the parts that the researchers should have but still medyo may ilan lang.

Follow-up Question: Chapters 1 to 5 pa rin ang nakita mong nagawa ng bata?

PR2 Teacher: Sa last time na nakita ko sa kanila until 3 or 4 ay yun lang ang na-focus ko but since naman Chapter 5 is just parang divided into three major parts like summary, conclusion, and recommendation. I think naman wala naman masyadong mag-iiba. So ang mas na-focus o napansin ko ay Chapter 1 to 4.

Follow-up Comments: Basically, sa size, margin and format sila nag-iiba-iba.

PR2 Teacher: Yes



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Question 2: What are the specific confusions or misconceptions of your students in the format of research?

PR2 Teacher: Actually sa parts wala naman masyado because PR1 is somehow different to PR2 talaga diba. Pero doon sa format (pause) ano siguro mas nasanay sila doon sa part na they freely composed the part wherein gagawa sila or magko-compose sila ng paragraph about the introduction, for the chapter 2 literature parang ano lang masyadong lang naging parang continuous type wherein (pause) imbes na dapat (pause) magkaiba na kasi sila ng idea, so dapat nasa second paragraph na siya pero hindi, Ang ginagawa ng mga bata is talang continuous and talagang napansin ko na almost wala yata sa kanila ang sanay na mag-justify sa format parang ganun. So talagang ano, ang dating sa akin is just purely paragraph form na tuloy-tuloy ang ideas nila and insights about the research.

Follow-up Question/Comment: Hirap ba sila mag-justify ng idea ng author, mag-explain or mag-synthesize?

PR2 Teacher: Yes pero I think naman ito ay basic problem ng students kasi hindi sila masyadong nabibigyan ng pagkakataon... na parang whenever we are starting the subject of Practical Research 1 or 2 man 'yan. Parang ano hindi sila nabibigyan ng chance para mag-explore nang mag-explore (pause) parang wala silang masyadong activity na magbabasa lang sila and they'll try to somehow synthesize or magbibigay lang sila na oh ano ang ideya nitong nabasa mo, hindi.. wlaa na. Parang sabak agad sila sa paggawa ng research.



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Question 3: Why do students find it difficult to follow the format of research?

PR2 Teacher: Yes somehow kasi (pause) noong last year na face to face pa tayo syempre iba ang teacher for PR1. Noong nag-online ng medium of teaching na tayo, iba ang gumawa ng module, iba rin ang teacher na nagdi-discuss ng subject na iyon. So yung knowledge nila sa PR1 somehow nakakita sila ng differences doon sa dini-discuss (pause) ako personally ginagawa ko lang na parang ano (pause) background or reference ang module. Meron talaga kasi akong ginagamit personally. So, simula noong nagturo ako last year pa sa last batch ng PR2 ay iyon na talaga ang ginagamit ko. Kumukuha lang talaga ako ng ibang references para may magamit din kami na parang basis in writing research ganyan. Nakita ng students ang pinagkaiba naming tatlo. So nagtanong sila na Ma'am ano po ba ang susundin namin? Sige mag-set tayo ng standard. So nakita nila talaga ang pinagkaiba. Imbes na ang pino-pokus nila ang content ng research, nag-discuss pa ulit kami ng parts, format ganun. Ano parang hindi ko alam kung ngayon ba na nag-re-research sila eh ganun ba ulit or another na naman.

Follow-up comments/question: Kaya sila nahihirapan I think dahil din sa diba doon sa module na gawa ng DepEd ay iba-iba ang teacher na nagsulat.

PR 2 Teacher: Yes. Yes, 'yan ang sinasabi ko a while ago na iba na naman kasi ang gumawa ng module. Iba ang last year nilang natutunan somehow 'yun ang naging foundation nila... yun ang unang encounter nila in writing a research, iba din ang ginagamit or prinesent ko sa kanila.



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Question 4: What actions have you done as a research teacher after identifying the problems of students in research?

PR2 Teacher: Dinidiscuss ko ulit talaga. So aside from emphasizing the schedules for writing the content, talagang naglalaan kami ng time to discuss and magbigay ng standard or format para sa paggawa ng research kasi although most of them naman kasi talaga ay nag-grade 11 sa atin at isa lang din naman ang PR1 teacher nila. Minsan napansin ko na iba-iba pa rin ang format ng paper ninyo.

Follow-up comments/question: Actually, ako ang teacher ng ABM sa PR1 at si Ma'am naman sa STEM sa magkaiba kami ng atake.

PR2 Teacher: Okay kaya pala talagang magkaiba. I assume na parehong result but since meron akong nakitang iba, doon ko talaga inulit-ulit o hinimay-himay na sa chapter 1 this should be the format, ito ang pagkasunod-sunod, style, margin, lahat lahat. Nag-ganun ulit kami after nilang magpasa ng initial research proposal o daft at nakitang kong iba-iba sila, doon kami uli nag-start o mag-re-discuss.

Question 5: Was the action done effective for the students?

PR2 Teacher: I think kulang talaga. Kulang siya in a way na siguro yung mga students dapat meron silang notes na babalikan na parang backbone o format na kanilang susundan. So talagang kulang pa rin ang na-discuss ko compare sa kung meron talaga kaming susundin na primer. May improvement naman pero kulang pa rin,



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With research primer

Question 1: What have you observed in the research output of your students specifically in general format style?

PR2 Teacher: So na-introduce at na-discuss sa kanilang ang research primer, napansin ko na na-lesser ang pagtatanong nila na Ma'am ano ang format kasi may hawak sila na primer na doon lamang nila babalikan anytime na gumagawa sila part by part ng research. So talagang naging pare-pareho na kasi standard naman ang ginagamit natin na word format. So nakita ko na talaga ang standard format na ginagamit nila mapa-ABM or STEM na paper.

Question 2: What are the specific confusions or misconceptions of your students in the format of research?

PR2 Teacher: Hindi na confusion and misconception pero ang mas narinig ko sa kanila at napansin ko sa kanila na they identify na ito pala ang dapat gawin. More on mas na-clear sa kanila na dapat ganito pala ang format. Hindi lang specific na format kundi kung ano ang dapat na content sa sinusulat na research paper. Hindi na sila masyadong nagtatanong sa mga dapat ilagay at nawala na ang confusion.

Question 3: Why do students find it difficult to follow the format of research?

PR2 Teacher: Actually napasin nila na mas mabusisi kasi kailangan na masunod. Sila rin ang nag-identify at nakapagsabi na mas okay dahil mas format tingnan at mas mukhang research paper tingnan. Dati mukhang concept paper at dire-diretso lang pero dahil sa



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research primer ay sila na mismo nagsabi na ang ginagawa nila ay full blast na research. Nasabi rin nila na kung ano ang dapat na pansinin, tingnan kasi mas naging conscious sila doon sa format kasi syempre sa content naman ay natutulungan sila ng panel at research adviser. More on sa format talaga ay naging conscious sila like match ang table contents sa page number and the rest of format. Mas naging matrabaho sa kanila pero mas naging clear sa kanila ang gagawin. Nang binalikan nila ang paper ay mas madali nilang nabasa at nabalikan. Talagang nasabi nila na natandaan na nila ito, iyon ang narinig ko sa kanila.

Question 4: What actions have you done as a research teacher after identifying the problems of students in research?

PR2 Teacher: Actually, mas naging minimal talaga ang supervision nang magkaroon ng research primer kasi iyon ang kanilang binalik-balikan. Kapag may questions sila na hindi masagot ng primer ay saka lang sila magtatanong sa akin. Pero nandoon na lahat ng content even the appendices ay naka-emphasized na kung saan part ilalagay. Somehow naman talagang nabawasan ang tanong nila and for me hindi ko iyon na-identify as a problem pero na-identify ko siya as an improvement using the research primer.

Question 5: Was the action done effectively for the students?

PR2 Teacher: I think yes kasi based sa panelists ay nakita na may improvement mula sa initial proposal na mas naintindihan nila. Syempre ang content medyo iba ang pagtatanong iyon dahil iba-iba naman sila ng topic and field. Pero 'yung pinaka paper nila ay nakarinig tayo sa panel nagkaroon din talaga ng improvement na mas naayos nila ang paper and sila



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(students) somehow ay natuto na ito pala dapat ang pinaka-format ng paggawa ng research paper.

Follow-up Question/Comment: Sa tingin mo ang improvement sa scores nila from initial proposal to proposal defense ay manifestation na nakatulong ang BESH: Practical Research 2 Primer sa kanila?

PR2 Teacher: Oo naman kasi based sa observation ay na-lesser ang pagtatanong nila at confusions sa kanila. Talagang makikita mo na may improvement and makikita natin iyon sa scores although hindi natin makikita na one hundred percent kaagad dahil kailangan pa nila ng enough time, chances, and experience para maka-perfect sila ng research paper.

Follow-up Question/Comment: Nakita mo ba na may improvement sa kanilang appendices?

PR2 Teacher: Noong una napansin ko na iba-iba sila ng gawa before introducing the research primer. Iba-iba in a way ahm yung iba kasi nagtatanong kung mayroon format na pwedeng mahiram at pinapahiram ko. Pero may ibang students siguro na meron na silang letter dati from their previous school at dating subject nila at iyon ang ginagamit nila na talaga namang iba-iba. Oo nandoon 'yung alam nila ang process ng pagbibigay ng letter at paghingi ng acknowledgements or permission pero minsan may mga letter na parang kulang ang content at may tanong ka pa. Kung sa akin ipapasa iyan hindi ako makaka-reply sa letter ninyo or hindi ko ma-aprove sa letter ninyo dahil may tanong pa ako. So, by the help and included ang mga 'yun sa research primer, andun na okay pare-pareho tayo



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ng format at given na kung ano ang gagawin kaya alam na nila. As in nadalian sila doon dahil ilalagay na lang nila ang pinaka-topic nila sa letter.

Follow-up Question/Comment: Sa ginawa natin na appendices sample sa primer ay mayroon ng exact words na kokopyahin nila at lalagyan na lang ng title, goal, names at iba pang details.

PR2 Teacher: Yes. Naging effective ang paggamit ng research primer sa format at presentation ng bawat grupo so may improvement. Pero hindi totally na masasabi na one hundred percent ay perfect na din kasi... Ito ang first time nila na gumamit ng research primer kaya nakakatuwa na may improvement. Hindi natin talaga 'yan ma-e-expect. Ngayon siguro kapag nagamit pa yang primer sa ibang paggawa o pagsusulat ng research, siguro doon nila ma-master ang pagsusulat ng research.

Follow-up Question/Comment: Sa tulong research primer, mas naintidihan ba nila lalo ang contents on how to write quantitative research?

PR 2 Teacher: Yes. Regarding naman sa parts ng quantitative research mas nakatulong lalo ang BESH research primer para mas maintidihan nila ang contents at kung paano sumulat. Detailed kasi ang naging paraan ng primer to discuss the content. Alam na nila kung ano ang ilalagay sa first paragraph ng introduction hanggang sa mabuo rationale. Same din sa mga frameworks mas naging aware sila on how to compose paragraph na magpapaliwanag sa content ng theory nila. In other words nakatulong talaga ang primer para maging clear ang kanilang sinusulat kasi ang research primer natin ay can stand alone talaga.



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Follow-up Question/Comment: So at least may improvement at iyon ang mahalaga sa report natin

Annex E: Coding Process

INITIAL CODING

Ideas from Transcribed Pre-Interview

Question 1: What have you observed in the research output of your students specifically in general format style?

Code

The different format in terms of font size and style and other general format styles.

Question 2: What are the specific confusions or misconceptions of your students in the format of research?

Code

Students had confused about organizing ideas and synthesizing insights.

Question 3: Why do students find it difficult to follow the format of research?

Code

The writers of DepEd modules came from different research cultures.

Question 4: What actions have you done as a research teacher after identifying the problems of students in research?

Code

Re-discussion of format and content of writing quantitative research.



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Question 5: Was the action done effectively for the students?

Code
The manifested improvement was not enough.

Ideas from Transcribed Post-Interview

Question 1: What have you observed in the research output of your students specifically in general format style?

Codes
Inquiries were lessened.
A unified format was shown in their research output.

Question 2: What are the specific confusions or misconceptions of your students in the format of research?

Codes
There was no misconceptions or confusion
Students were now able to identify their writing lapses.
Students know more about the content and process of writing research.

Question 3: Why do students find it difficult to follow the format of research?

Codes
Students find the research primer easy.
Students became more conscious and careful in using research primer.
Their research output was easy to understand.
Their research output looked formal.



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Question 4: What actions have you done as a research teacher after identifying the problems of students in research?

Codes

Minimal supervision was done by the research adviser.

Inquiries of students were lessened.

Question 5: Was the action done effectively for the students?

Codes

The research adviser and panelists saw an improvement in the student's output.

Improvement of scores from initial to final proposal defense

Research letters and documents in appendices were all unified.

Students understand more about the process of writing research.

FINAL CODING

Struggles of students in research

Students had a different format in terms of font size and style and other general format styles.

Students had confused about organizing ideas and synthesizing insights.

Improvement of students in research

Inquiries were lessened.

A unified format was shown in their research output.

There was no misconceptions or confusion.

Students were now able to identify their writing lapses.



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Improvement in General Format Style

Students became more conscious and careful in using research primer.

Their research output was easy to follow and understand.

Their research output looked formal.

Research letters and documents in appendices were all unified.

Improvement in Discussion of Parts

Students knew more about the content of writing research.

Students understood more about the process of writing research.

Improvement in Defense Process

The research adviser and panelists saw an improvement in the student's output.

Improvement of scores from initial to final proposal defense

THEMES

The teacher evaluation on the initial research proposal of students before the use of BESH:

Practical Research 2 Primer.

Teacher Evaluation on the Initial Research Proposal

Varied Format

Writing Style Lapses

The teacher evaluation on the final research proposal of students after the use of BESH:

Practical Research 2 Primer.

Teacher Evaluation on the Final Research Proposal

Unified Format



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Fewer Inquiries

Teacher's evaluation of BESH: Practical Research 2 Primer in terms of:

- a. general format style;
- b. discussion of parts; and
- c. defense process.

Teacher Evaluation in General Format Style

Conscious
Looked Formal
Easy to Follow

Teacher Evaluation in Discussion of Parts

Know the Content
Understand the Process

Teacher Evaluation in Defense Process

Improvement of Research Output
Improvement of Scores

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Annex F: Computation of Results

PRE-SURVEY

Statements	SA (4)	A (3)	D (2)	SD (1)	Total	Weighted Mean
1. The general format of the research is systematically developed and organized.	1	12	15	1	71	2.37
2. The general format of the research is simple and easily recognizable.	2	12	14	2	74	2.47
3. The general format is appropriate for the use in school.	2	13	13		73	2.43
4. The discussion of research parts is clear and easy to follow.	2	15	13		79	2.63
5. The discussion of research parts is specific and defined.	5	17	8		87	2.90
6. The discussion conveys the message of the research.	5	12	13		82	2.73
7. The defense process contributes to the achievement of specific objectives of the subject area and grade level for which is intended.	13	17			103	3.43
8. The defense process provides the development of higher cognitive skills such as critical thinking, creativity, inquiry, problem solving, etc.	22	8			112	3.73
9. The defense process is free from biases and prejudices.	18	12			108	3.60



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10. The defense process promotes positive values that support formative growth.	18	12	108	3.60
COMPOSITE MEAN				2.99

POST-SURVEY

General Format Styles	SA (4)	A (3)	D (2)	SD (1)	Total	Weighted Mean
1. The size of letters is appropriate to the intended user.	21	3	2		97	3.23
2. The spaces between letters and words facilitate reading.	21	9			111	3.70
3. The general format style is systematically developed and organized.	23	7			113	3.77
4. The general format style is simple and easily recognized.	23	7			113	3.77
5. The general format style is appropriate for the school use.	25	5			115	3.83
AVERAGE WEIGHTED MEAN						3.66

Discussion of Parts	SA (4)	A (3)	D (2)	SD (1)	Total	Weighted Mean
1. The discussion of parts uses short and familiar words.	19	11			109	3.63
2. The discussion of parts is clear and easy to follow.	21	9			111	3.70
3. The discussion of parts is specific and defined.	19	11			109	3.63
4. The discussion conveys the message of the study.	20	10			110	3.67



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5. The discussion of parts is relevant to the need.	20	10	110	3.67
COMPOSITE MEAN				3.66

Defense Process	SA (4)	A (3)	D (2)	SD (1)	Total	Weighted Mean
1. The defense process is suitable to the student's level of development.	21	9			111	3.70
2. The defense process contributes to the achievement of specific objectives of the subject area and grade level for which is intended.	18	12			108	3.60
3. The defense process provides the development of higher cognitive skills such as critical thinking, creativity, inquiry, problem solving, etc.	19	11			109	3.63
4. The defense process is free from biases and prejudices.	19	11			109	3.63
5. The defense process promotes positive values that support formative growth.	19	11			109	3.63
AVERAGE WEIGHTED MEAN						3.64

Paired Sample Statistics

		N	Mean	Std. Deviation	S.E. Mean
Pair 1	Pre-test	30	1.95	.22	.04
	Post-test	30	2.76	.28	.05

Paired Sample Correlations



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	N	Correlation	Sig.
Pair 1 Pre-test & Post-test	30	.755	.000

Paired Samples Test

		Paired Differences		t	df	Sig. (2-tailed)	
Mean	Std. Deviation	S.E. Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
Pair 1 Pre-test - Post-Test	-0.81	0.18	0.03	-0.87 -0.74	-24.23	29	.000

Calculating the mean and standard deviation of the differences gives:

Mean: 0.81

Standard deviation: 0.18

So, we have:

$t = 24.23$ on Degrees of Freedom = 29

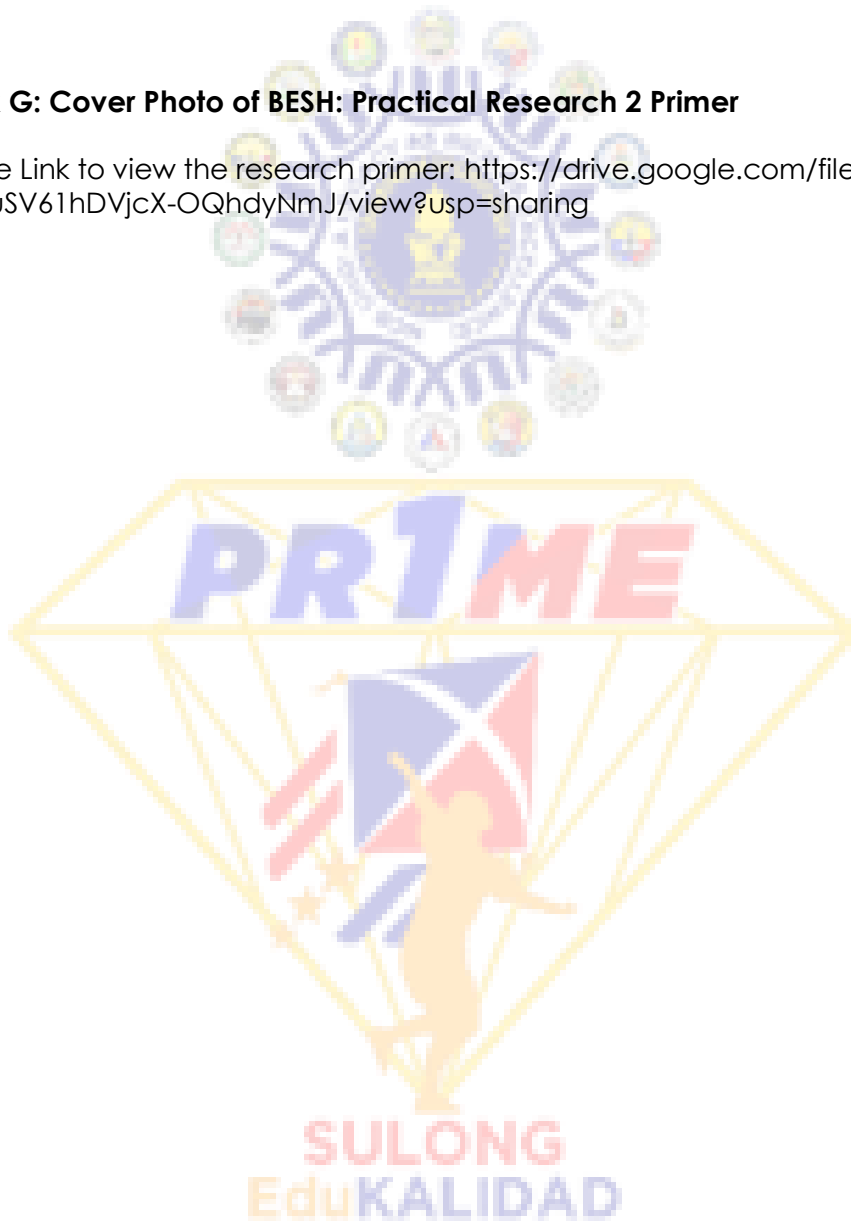
Looking this up in tables gives $p = 0.000$. Therefore, there is strong evidence that, on average, the BESH: Practical Research 2 Primer does lead to improvements to the performance of students in Practical Research 2.



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Annex G: Cover Photo of BESH: Practical Research 2 Primer

Google Link to view the research primer: <https://drive.google.com/file/d/1BXSKeQ-0LAF4uSV61hDVjcX-OQhdyNmJ/view?usp=sharing>





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