



# TEACHING AND LEARNING PACKAGE FOR PRACTICAL RESEARCH I

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**TEACHING AND LEARNING PACKAGE FOR PRACTICAL RESEARCH 1**

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**Abstract**

*This study developed and assessed a teaching and learning package for Practical Research I. In particular, the study determined the extent of the validity of the teaching and learning package and assessed its functionality in terms of the teachers and students' experiences of utilization. The study employed explanatory sequential mixed methods in gathering the quantitative and qualitative data. Results revealed that the teaching and learning package was highly valid. Moreover, it was found out that there was a very high significant difference in the pretest and posttest scores of the student-participants. A large effect size was determined, indicating that the package was effective in improving the learning outcomes of the students. Furthermore, the teaching and learning package was found to be functional to the teachers in terms of facilitation in teaching and responsiveness to teaching needs of the times. Similarly, the student-participants found it functional in terms of helpfulness in understanding and learning the lesson and reinforcement to modular learning. The study, then, may serve as bases in the development of a teaching and learning package in all learning areas for all levels in the Schools Division Office of Cotabato.*

**Keywords:** *teaching, learning, package, RPMS, indicators*



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VPD  
RBO



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## **INTRODUCTION**

### **Context and Rationale**

The demand for teaching and learning has changed for the School Year 2020-2021 due to COVID-19. Education institutions, including the Department of Education (DepEd), shifted focus to delivering education remotely through various distance learning delivery modalities (DLDMs) (DM-PHROD-2021-0010, 2021). The shift resulted to the adaption of practical learning delivery modalities across the country including self-learning modules, TV-based lessons, and radio-based lessons.

In searching for learning resources to be used in their classes, teachers, however, experienced some concerns. Most materials sourced from various sources were inappropriate to the learners' context, not to mention the absence of teachers as facilitators of learning. Besides, in the context of the researchers, students who took Practical Research 1 (Qualitative Research) recorded low scores in the assessments on the two quarters of the first semester of the SY 2020-2021.

To this end, a teaching and learning package which includes lesson exemplars, video lessons, radio-based lessons, students' texts, and cognitive activity sheets was proposed to help address the problems and eventually help in concretizing the learning continuity plan of the Department of Education.





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Lesson exemplars are used to help students gain a firm understanding, in a concrete, contextual, and non-threatening fashion, of exactly what it is that is required of them. These exemplars often lead students to the improvement of understanding of key concepts and the improvement of their grades and the development of consistent application of criteria and standards (Newlyn, 2013).

Moreover, video lessons are effective in increasing learning among students (Bevan, 2020; Mendoza & Caranto, 2015) and have been proven to have a high level of effectiveness as a tool to enhance the quality of teaching (Calandra & Rich, 2015). Also, radio-based lessons can improve literacy, numeracy, and English language skills (McBurnie, 2020). They can contain contextualized lessons and activities to respond to the needs of the learners especially in the light of the pandemic. Also, a guided workbook will facilitate acquisition of learning.

In this context, the researchers proposed a learning package to suit the localized needs of learners. Similarly, the teachers have looked for easy-to-use yet need-responsive materials for their learners.

### **Innovation, Intervention, and Strategy**

A Teaching and Learning Package for Practical Research 1 was developed by the researchers. The package includes a video lesson, a radio-based lesson, a teacher's lesson exemplars, and a student's text. All these materials developed, assessed, and approved for utilization are contextualized



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to the level of intelligence as well as the culture and context of the learners.

Moreover, they are innovated out of the desire to produce learning materials that students can easily relate with, thereby helping them learn better and more effectively.

### **Research Questions**

This study aimed to develop a teaching and learning package in Practical Research 1 and assess its functionality. Specifically, it sought to answer the following questions:

1. To what extent is the validity of the learning package to the expert validators and peers in terms of:
  - a. language
  - b. technical aspects
  - c. content
  - d. learning competencies
  - e. contextualization
  - f. cognitive levels
  - g. learner's diversity, and
  - h. ICT integration.
2. Is there a significant difference in the pretest and the posttest scores of the students when the teaching and learning package is used?
3. What is the effect size of teaching and learning package on the learning outcomes of 12 HUMSS students?
4. How functional is the teaching and learning package to the teachers?
5. How functional is the teaching and learning package to the students?



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6. What is the joint implication of the quantitative and qualitative data?

## **METHODOLOGY AND RESEARCH DESIGN**

### **Description of the Action and Implementation Plans**

Mixed methods research specifically explanatory sequential design was employed to gather the quantitative and qualitative data.

The researchers developed the Teaching and Learning Package (TLP) using the Results-Based Performance Management System (RPMS) indicators.

The TLP was subjected to experts' validation. After the validated materials were revised and approved for utilization, a dry run was conducted. The recommendations of the participants of the dry run were incorporated in the package.

Then, the revised TLP was administered to the participants. Pretest and posttest scores were obtained. Also, qualitative data on their experiences were gathered through phone interviews.

### **Study Participants and Selection**

The participants were Grade 12 HUMSS A to D Practical Research 1 students of the Senior High School of Dilangalen National High School, determined using total enumeration.



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**Instrument and Data Collection**

A researcher-made validation sheet was given to the experts and researchers' peers to determine the validity of the package. Also, pretest and posttest scores were obtained from the student-participants.

Interview guide questions were used to teachers and students who were interviewed through phone interviews.

**Data Analysis**

Mean scores and measure of effectiveness (ME) were used in analyzing quantitative data.

Concepts and themes were generated from the transcripts. Both the transcripts and themes were subjected to interrater check.

**Ethical Considerations**

The study strictly adhered to ethical and moral standards. The identity of the participants and the data were treated with utmost respect, confidentiality, and anonymity. Health protocols were highly observed to keep the participants safe from COVID-19 virus.

**Plans for Dissemination and Utilization**

The results of the study will be disseminated to the Senior High School Department during the Learning Action Cell (LAC). The results will, likewise, be shared to the Secondary Cluster Schools for proposal of the utilization of



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the learning package. The study will also be shared to various research conferences.

## RESULTS AND DISCUSSIONS

### Validity of Teaching and Learning Package to Expert Validators and Peers

Table 1 shows the validity of the TLP based on the validation made by

**Table 1.** Validity of Teaching and Learning Package to Expert Validators and Peers expert validators and peers of the researchers.

<b>Key Indicators n=12</b>	<b><math>\bar{x}</math></b>	<b>SD</b>	<b>Description</b>
Language	3.54	0.72	Highly valid
Technical Aspects	3.60	0.83	Highly valid
Content	3.82	0.87	Highly valid
Learning Competencies	3.70	0.76	Highly valid
Contextualization	3.12	0.92	Moderately valid
Cognitive Levels	3.66	0.85	Highly valid
Learners' Diversity	3.83	0.93	Highly valid
ICT Integration	2.92	0.86	Moderately valid
<b>Total</b>	<b>3.52</b>		<b>Highly Valid</b>

Likert Scale:

1:00 – 1.49	Not valid
1.50 – 2.49	Fairly valid
2.50 -- 3.49	Moderately valid
3.50 – 4.00	Highly valid

Overall, it reveals that the TLP was **highly valid** as shown in the overall mean rating of 3.52. Its high validity indicates that the TLP contains most of the RPMS indicators included in the study. Foremost of the indicators found



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as highly valid were content, learning competencies, cognitive levels, learners' diversity, and language and technical aspects.

Further, Table 1 reveals that *Learners' Diversity* got the highest mean of 3.83 described as *highly valid*. This finding is supported by the themes from the participants of the study. These themes collaboratively point out to the TLP being *Responsive to Different Kinds of Learners* and *Responsiveness to different learner types*, respectively. However, *ICT integration* is shown with the lowest mean of 2.92 described as *moderately valid*.

**Significant Difference between Pretest and Posttest Scores of Students**

Table 2 presents the significant difference in the scores of the students' pretest and posttest in the TLP.

**Table 2.** Significant Difference Between Pretest and Posttest Scores of Students

Variables	n=170	SD	$\bar{x}$	Mean Difference	p- value	Description
Pretest		2.11	7.01			Very High
Posttest		1.55	10.47	-3.46	0.00**	Significant Difference

0.00\*\* Very high significant difference at 0.05 level

The table reveals that the mean score in the posttest at 10.47 is much higher than the mean score in the pretest at 7.01. The mean scores showed a mean difference of -3.46. The table also presents a p-value of 0.00\*\* which means that there is a very high significant difference between the pretest and posttest scores at 0.05 level. The difference indicates that the TLP was effective in improving the learning outcomes of the student-participants.



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**Effect Size of Teaching and Learning Package on the Learning Outcomes of 12 HUMSS Students**

Table 3 shows the effect size of the package on the learning outcomes of the student-participants.

**Table 3.** Effect Size of Teaching and Learning Package on the Learning Outcomes of 12 HUMSS Students

Variables	n=170	SD	$\bar{x}$	t-value	Measure of Effectiveness	Description
Teaching and Learning Package		1.55	<b>10.47</b>	13.15	0.636	Large Effect
<i>Measure of Effectiveness (ME)</i>						
			<i>0.510 – 1.000</i>		<i>Large Effect</i>	
			<i>0.310 – 0.500</i>		<i>Moderate Effect</i>	
			<i>0.000 – 0.300</i>		<i>Small Effect</i>	

The table reveals that the TLP yielded a mean of 10.47 and a t-value of 13.15. With 0.636 as its measure of effectiveness, the TLP has a **large effect** on the learning outcomes of the participants. The result implies that the TLP was effective in increasing the learning of the student-participants.

**Functionality of Teaching and Learning Package to Teachers**

Table 4 shows the functionality of the teaching and learning package to teachers. It presents concepts and themes based on their responses.

**Table 4.** Functionality of Teaching and Learning Package to Teachers

Concepts	Themes
provided further explanations leading to the mastery of the competency (TP1)	Facilitation
provided many activities for thinking process	



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(TP2) provided easy-to-do activities (TP3) provided supplementary for further understanding (TP4)	
beneficial to the teachers for all were there that addressed the educational demands of time (TP4)  answered the educational needs of the teacher and learners not only in time of crisis but at all times (TP6)	Flexibility
address all kinds of learners in all situations (TP2) caters to the diverse needs of the learners (TP1) relevant and applicable to all learners even in the far-flung barangays (TP3)  exhibit different kinds of lessons that respond to the varied needs of students (TP5)	Diversity

*Facilitation.* The teacher-participants expressed that they found the TLP useful to them since it facilitated their teaching of the subject. They found that it helped them teach the subject easily for it provided explanations (TP1), a number of activities for thinking process (TP2), easy-to-do activities (TP3), and supplementary materials for further understanding (TP4) as shown in the following sample responses:

*...provided further explanations leading to the mastery of the competency (TP1)*  
*...provided many activities for thinking process (TP2)*  
*...provided easy-to-do activities (TP3)*  
*...provided supplementary for further understanding (TP4)*





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The results imply that when teachers used the TLP, they found ease in teaching considering the presence of activities that can engage their learners into thinking and understanding.

*Flexibility.* The participants found out that the TLP is beneficial to them as Practical Research 1 teachers especially during this time of the COVID-19 pandemic. The TLP provides not just what learners need in the new normal education, but also during face-to-face instruction as shown in the following sample responses:

*... all were there that addressed the educational demands of time (TP4)*  
*....answered the educational needs of the teacher and learners not only*  
*In time of crisis but at all times (TP6)*

The flexibility of the TLP proves to be very beneficial across time.

*Diversity.* The transcripts also revealed that the participants found the TLP useful since it caters to the different types of learners.

*...address all kinds of learners in all situations (TP2)*  
*...caters to the diverse needs of the learners (TP1)*  
*...lessons that respond to the varied needs of students (TP5)*

This finding reveals that the TLP addresses the needs of various learners for it can respond to the visual and aural needs of the learners. It implies that learners can watch the video to supplement the module. They, too, can play the radio-based instruction lesson.



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**Functionality of Teaching and Learning Package to Students**

The functionality of the TLP is one aspect of the study that was given focus as well.

Table 5 presents the themes that emerged from the student-participants' responses in the phone interview.

**Table 5.** Functionality of Teaching and Learning Package to Students

CONCEPTS	THEMES
<i>it can help me to understand it clearly (S-P1)</i> <i>helpful po sya..lalo na ung sa mahirap maka intindi ng lesson po (S-P2)</i> <i>iyong video at module ay nakakatulong po para maiintindihan po namin iyong lesson (S-P5)</i> <i>Helpful sir....aahmmm...sa pag intindi ng lesson (S-P6)</i>	Helpfulness in understanding and learning the lesson
<i>marami kang option..kasi kung gusto mong manood, meron video lesson...kung gusto mo naman makinig, meron ding radio lesson.(S-P3)</i> <i>..kung saan kmi ms komportble na...iyong na mas madali namin naiintindihan iyong lesson po.. (S-P7)</i>	Responsiveness to different learner types
<i>hindi po basta basta maintindihan ang lesson...kailangan po talaga yong audio at video...mas maelabrote po yong learning mo po (S-P2)</i> <i>mahirap po intindihin dahil ako lang po isa ang nag iintindi pero kung may rbi o video na link mas maiintindihan pa namin lalo at iyong knowledge namin ay mag improve (S-P4)</i>	Reinforcement of modular learning



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*Helpfulness in understanding and in learning the lesson.* With their use of the TLP, the student-participants revealed the package had helped them understand and learn the lesson.

S-P1, S-P2, S-P5, and S-P6 all expressed that they learned and understood the lesson using the TLP.

*...it can help me to understand it clearly because it says it about it (S-P1)*

*...helpful po sya..lalo na ung sa mahirap maka intindi ng lesson po (it is helpful ..especially for those who have a difficulty understanding a lesson) S-P2)*

*...iyong video at module ay nakakatulong po para maiintindihan po Namin iyong lesson (the video and module can help in order to understand the lesson) (S-P5)*

*...Helpful sir....aahmmm...sa pag intindi ng lesson (it is helpful sir...ahmm..In understanding the lesson) (S-P6)*

They attributed this help in making them learn and understand the lesson in the package to the variety of presentations of the same lesson or topic. With the module alone given to them to learn the lesson on the different types of qualitative designs, they revealed they could not easily grasp the lesson being discussed.

*Responsiveness to different learner types.* When the lesson was packaged differently, they said they learned a lot from the lesson. Moreover, S-P3 and S-P7 believed they could learn the lesson better. They both held that since the package offered options for learning, it was beneficial to them.

*...marami kang option..kasi kung gusto mong manood, meron video lesson,,  
kung gusto mo naman makinig, meron ding radio lesson (you have*



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Many options...because if you want to watch, you have the video lesson...if you want to listen, there is also the radio lesson... (S-P3)

.. *kung saan kmi mas komportble na. iyong na mas madali namin Naiintindihan iyong lesson po..(where we can be comfortable already..that which is easier for us to understand the lesson)* (S-P7)

*Reinforcement of modular learning.* The student-participants opened that the video and radio lessons component of the teaching and learning package helped them understand the lesson. They said they better understood the lesson in the students' text or guided workbook when they watched the video and radio lessons. According to them,

...*hindi po basta basta maintindihan ang lesson...kailangan po talaga yong audio at video...mas maelabrote po yong learning mo po* (the lesson cannot just be easily understood...audio and video are needed..they can elaborate your learning more) (S-P2)

... *pero kung may rbi o video na link mas maiintindihan pa namin lalo at iyong knowledge namin ay mag improve* (if there is rbi or video link, we can better understand and our knowledge will improve) (S-P4)

Furthermore, S-P2 opened that since some students are not good at reading or analysis, she said that proper guidance is needed to understand like the one done during face-to-face classes where a teacher guides his students in the lesson. She underscored that such guidance can also be obtained through the other parts of the package:

...*naibibigay iyon ng audio at video lesson (audio and video lesson can give it)* (S-P2).

...*with RBI and video lesson, mas makaintindi po ako at mag increase ang aking malalaman* (With RBI and video lesson, I can understand and my knowledge can increase) (S-P4)

...*Maplay ko ang audio lesson at video lesson upang mapakinggan ng paulit ulit para makalearn.* (I can play the audio lesson and video



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lesson to listen and watch repeatedly in order to learn full well.) (S-P8)

*...mas naintindihan ko ang lesson dahil sa video lesson (learning through video lesson helps me understand the lesson more (S-P6)*

The statements above imply that the parts of the package reinforced one another. Based on the participants' experiences in using the package, listening to the radio-based lesson or viewing the video lesson helped them in understanding the lesson more and in increasing their knowledge about it. They can also repeatedly play the audio and video materials for them to fully learn the lesson.

They, further, said that the language used in the package and the pacing of the radio-based lesson and video lesson were suitable to their level.

### **Joint Implication of Quantitative and Qualitative Data Results**

Table 6 below presents a picture of the connection between the quantitative and qualitative data in terms of the indicators for validation and the qualitative responses.

**Table 6.** Joint Implication of Quantitative and Qualitative Data Results

<b>Quantitative Data</b>	<b>Qualitative Data</b>	<b>Joint Display</b>	<b>Implication</b>
The measure of effectiveness (ME) is 0.636 described as <b>large effect</b> of the teaching and learning package to the learning outcomes of the	The teaching and learning package was functional to both teachers and students in terms of the indicators under study.	Convergent	The teaching and learning package was effective in improving the learning outcomes of the students. Hence, it was functional



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students with a SD of 1.55.	<i>It can help me to understand it clearly because it says it about it (S-P1)</i>  <i>provided many activities for thinking process (T-P2)</i> <i>provided easy-to-do activities (T-P3)</i>		to both teachers and students.
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This convergence of both the quantitative and qualitative data implies that the TLP was effective in improving the learning outcomes of the students. Hence, the TLP was found to be functional by both teachers and students.

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **Conclusions**

1. The teaching and learning package for Practical Research I developed by the researchers is highly valid.
2. The use of the package in Practical Research I helped the students in improving their learning outcomes in the subject.
3. The package is functional to both teachers and students.



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**Recommendations**

1. The teaching and learning package for Practical Research I shall be proposed for use in Senior High Schools in the Schools Division Office of Cotabato.
2. The results of the study shall be presented to the researchers' colleagues through School Learning Action Cell (SLAC).
3. A teaching and learning package shall be developed in all competencies of Practical Research 1.
4. A teaching and learning package shall be developed in all disciplines in both Junior and Senior High Schools.
5. A training program on the development of a TLP shall be undertaken in schools especially to those with existing radio and TV facilities or those which have been producing RBI and TVBI lessons.
6. Development and utilization of learning packages to learners within Schools Division Office of Cotabato and other Divisions within Region XII shall be proposed.



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**Action Research Workplan and Timelines**

Gantt Chart of Action Research Activities

ACTIVITIES	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6
1. Proposal making						
2. Proposal submission						
3. Lesson Writing proper						
4. Validation of the Package						
5. Revision of Validated Package						
6. Dry run						
7. Revision of the package						
8. Administration of the Package						
9. In-depth Interviews						
10. Analysis data						
11. Final paper writing						
12. Results Dissemination						

**Cost Estimates**

ACTIVITIES	RESOURCES NEEDED	AMOUNT
Research Proposal Preparation and printing	Bond paper Ink	PhP 1, 000.00
Travel expenses (submission, presentation, completion of project)	PUV, Bus	3, 000.00
Snacks for administration of the package	Food	1, 000.00
Reproduction of learning package for dry run and actual use		3,000.00



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Book binding		3, 000.00
Results dissemination	Food, logistics	1, 000.00
	Total	PhP 12, 000. 00

**Financial Report**

ACTIVITIES	RESOURCES NEEDED	AMOUNT	ACTUAL AMOUNT & OR NUMBER
Preparation and printing of research proposal	Bond paper, ink	Php 1, 000.00	1, 050.00 (#0957)
Travel expenses	Gas / fuel / fare	3, 000.00	1, 339.41 (#0957) 920.58 (#0959) 1, 233.33 (#0967)
Snacks for learning package administration	Food	1, 0000.00	1, 500.00 (#000891)
Reproduction of learning package for dry run and school use		3, 000.00	3, 000.00 (#004133)
Book binding		3, 000.00	3, 000.00 (#004023)
Dissemination for results	Food, logistics	1, 000.00	1, 200.00 (#000892)
		Total <b>12, 000.00</b>	<b>13, 243.32</b>



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