USE OF CLAIMS (CONTEXTUALIZED LEARNING ACTIVITIES IN-MODULES) IN TEACHING PRACTICAL RESEARCH 1

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Completed 2023

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ABSTRACT

RESEARCH TITLE	:	**USE OF CLAIMS (CONTEXTUALIZED LEARNING ACTIVITIES IN-MODULES) IN TEACHING PRACTICAL RESEARCH 1**
NAME OF RESEARCHER	:	**KIM JIM F. RABORAR** Teacher III
DATE OF TA SESSION	:	**MARCH 11, 2022**

SUMMARY :

During the COVID-19 Pandemic, utilization of modules as a learning modality have become the norms of the Philippine educational landscape. Amidst the different sets of modules provided by the Department of Education, the teacher-researcher decided to craft and reproduce modules that are contextualized to the experiences and environment of his Grade 11 Practical Research 1 learners. Along with it are considerations that he wants to implement in his subject a (1) one module per week distribution, (2) accomplishable by the learners within 4 hours, and (3) following the timeline set by the official DepED curriculum particularly the MELC or Most Essential Learning Competencies. He called them CLAIMs or Contextualized Learning Activities In-Modules. During the course of the teaching process, the teacher-researcher decided to deliver the teaching process for the whole Quarter 3 of School Year 2022-2023 with five (5) modules and two (2) write-shop guidelines for a total of seven (7) CLAIMs learning materials for 10-week duration of the quarter.

This study primarily aimed to test the significant differences between the posttest results of Grade 11-HUMSS learners who were exposed to the use of teacher-developed CLAIMs (Contextualized Learning Activities In-Modules) learning materials and the posttest results of nonequivalent comparison groups who were not exposed to the teaching intervention. It employed developmental design, posttest-only with nonequivalent group quasi-experimental design and qualitative data analysis to (1) assess the level of acceptability of CLAIMs learning materials using the LRMDS Evaluation Rating Sheet for Print Resource; (2) test if there is significant differences between the posttest results of **t**reatment group and nonequivalent group; (3) thematize the insights and perceptions of treatment group on the use of CLAIMs learning materials in Practical Research 1.

Results show that the CLAIMs learning materials have High Acceptability at $M = 3.765$ out of maximum rating scale of 4 but is ultimately not recommended for use for having failed Factor 4 of LRMDS standards (specifically on the parameters of 'free from any typographical and other minor errors'), after due evaluation of experts. The hypothesis testing showed that there is no statistically significant difference between the posttest results of treatment group ($M = 24.55$, $SD = 5.49$) and the nonequivalent group ($M = 24.35$, $SD = 5.89$), with independent samples t-test generated $p = .7824$ ($a = 0.05$). Meanwhile, the qualitative data analysis showed the appreciation of the treatment groups on the use of CLAIMs with themes such as (1) learning opportunities like developing one's writing and study skills, (2) Self-regulated learning with flexibility and convenience, (3)

Comprehensiveness of the learning materials and its content and (4) Developed confidence in doing research activities.

CONCLUSION :

1. Although rated at High Acceptability based on the Likert's Scale, the CLAIMs learning materials need editing and proofreading as per LRMDS standards.
2. The quantitative data shows that there is no exceptional results from using the modules and write-shop guidelines on the basis of standardized testing.
3. Learners mostly appreciate the learning opportunities that come with and the self-regulated nature of CLAIMs learning materials.

RECOMMENDATIONS :

1. Amidst appreciation on the structured learning brought by the use of modules and write-shop guidelines, the learners deem it important that there is more classroom discussion and mentorship;
2. Regular content-focused formative assessment like quizzes using multiple choice questions, enumeration and identification is needed;
3. Finally, more studies on teaching Practical Research and on contextualizing the activities are a need of time.

ACKNOWLEDGMENT

A heartfelt thanks to the following people:

God, for the courage to serve and serve well;

My Rawis High School learners, for the inspiration;

My PGCHS learners, for more inspiration;

Mrs. Hilda S. Secillano, Dr. Alicia R. Lim, Dr. Lourdes R. Bigcas,

Mrs. Elsa E. Rabano, the Principals I have been with;

My former co-teachers from Rawis High School;

My co-teachers and coworkers from PGCHS;

My evaluators, especially Ma'am Veness;

Dr. Jade O. Alberto, for the steadfast and excellent mentorship;

EPS Nick Bio and EPS Hallen Monreal, for the support, mentorship,

understanding and all your work;

Ate Kristine R. Llobet, for the grace to let me borrow your completed study;

My closest friends, Maggie, Elaine, Dhey, Robie, Kenken;

My Papa;

My Chimney;

Sa lahat ng Kabataang Pinoy na nais kong abutin at buksan ang kaisipan.

-KIM JIM RABORAR

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A. CONTEXT AND RATIONALE

In light of the pandemic, the Department of Education (DepEd) of the Philippines has mandated non-Face-to-Face classes for the whole country (DepED Order 12, s. 2020). Through a series of meeting-consultations, it was decided that the Schools Division Offices shall distribute the modules to the schools since modular approach was identified as primary mode of learning delivery. This decision to have the Division Offices reproduce and distribute the modules have seen many challenges and inconsistencies. While other schools have adjusted well with the proper provision of modules, not all have developed such good flow of practice as talks of teachers spending for learning resource reproduction have been rampant. Along with these issues is the most pressing proofs of learning gaps come opening of classes in September 2022.

Although with inconsistencies, one of the sets of suggested but not mandatory learning materials that they have released is for Practical Research 1. Practical Research 1 is the first applied subject directly related to research focusing on the development of critical thinking and problem solving skills through qualitative research. As a learning area, Practical Research 1 comes with other subjects in the K-12 curriculum that centralize on developing ability to conduct studies scientifically amongst the learners. This applied subject is the first research subject in English language along with Practical Research 2 that tackles quantitative research and 3I's (Inquiries, Investigation and Immersion) that tackles research as specifically applied within the specialization.

However, since the beginning of school year 2020-2021, the teacher-researcher has been developing sets of modules which are contextualized to the learners he has. These modules came from years of crafting written works and performance task as worksheets for the Grade 11 learners. These learning materials in Practical Research 1 are called CLAIMs or Contextualized Learning Activities In-Modules, where activities are aligned with the competencies and examples are contextualized to the experiences and to the immediate environment of the aforementioned learners.

There are actually many reasons why the teacher-researcher chose to reproduce and use CLAIMs. At the top of his considerations is that he wants to implement in his subject a (1) one module per week distribution, (2) accomplishable by the learners within 4 hours, and (3) following the timeline set by the official DepED curriculum particularly the MELC or Most Essential Learning Competencies (Department of Education, 2020). This insight is largely based on the teacher-researcher's anticipation of problem on stress management among learners throughout the pandemic.

Quick survey data show how learners struggled to adapt to the modular learning delivery mode. Few of the learners expressed "*Hanggang mag-aalas dose sir ginagawa po naming yung mga activities*" (We do the activities even at 12 midnight.) Some would say, "*Yung karamihan ng modules sir, napakaraming activities kaya hanggang gabi po nagmomodule.*" (Most of the modules have a lot of activities, that's why we have to do the modules till nighttime.) In a quick survey via FB Messenger conducted by the teacher-researcher on learner's preference

between modular and face-to-face approach, 100% of students prefer face-to-face because of perceived difficulty of modular approach. Plate 1.0 shows some of the actual responses of the Grade 11 and 12 Learners.

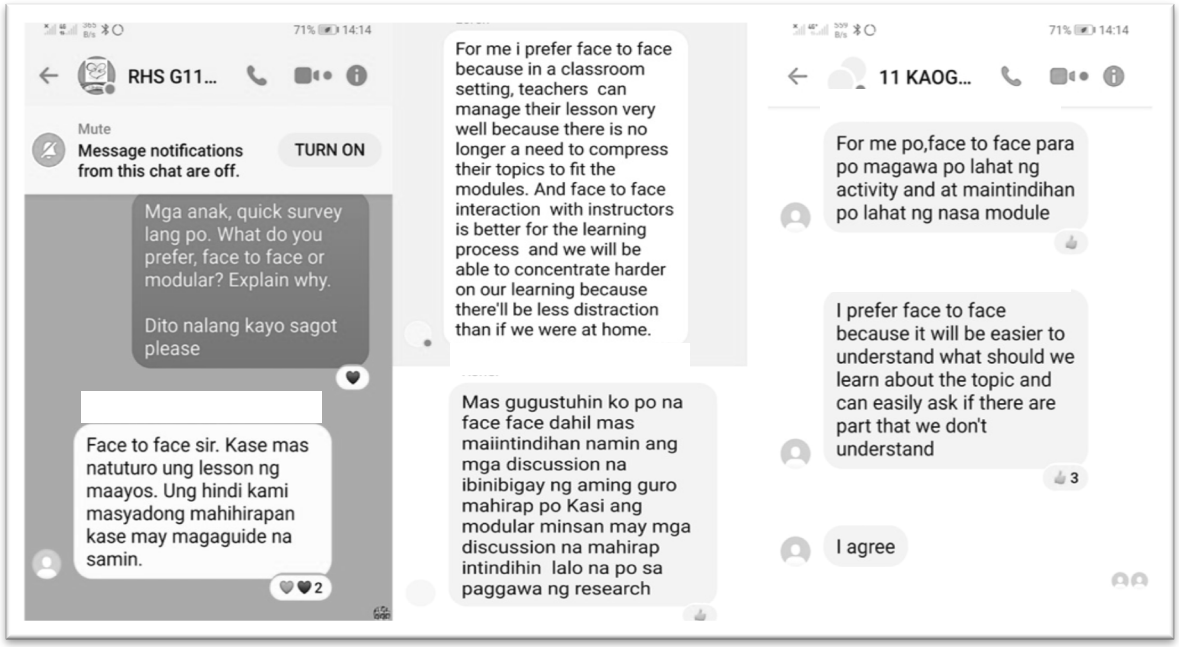

Plate 2 *The Screenshots of Responses to a Quick Survey on RHS-SHS Students' Preference.*

Significant data from reputable sources show how learners struggled to adapt to the modular learning delivery mode (De Guzman, 2021). Studies since 2020 when the lockdowns started in the Philippines have been showing these problems even after Secretary Briones of Department of Education announced modules as the “backbone” of distance learning. Adonis (2020) has interviewed Dr. Liza Marie C. Olegario, an education psychologist and a professor of the University of the Philippines’ College of Education. Dr. Olegario noted that: (1) Philippines was never prepared for remote learning; (2) Filipinos are stuck in the

traditional type of learning; and (3) Remote learning requires more authentic activities that students can relate to.

In a recent study conducted by Aksan (2021), it was concluded that there is positive effect of Modular Distance Learning Approach (MDLA) to the academic performance of Senior High School students on mathematics during the pandemic and that the students liked the modality. However, the study wasn't conclusive since it was conducted with STEM (Science, Technology, Engineering and Mathematics) students, which are considered as the crème de la crème of all senior high school learners in the Philippine educational landscape. As per experience, common parent-teacher conferences in public schools show higher preference to face-to-face classes or direct instruction due to the perceived weaknesses of the modular approach. As early as 2020, studies have been showing higher preference to face-to-face classes (Hageman, 2020) (Limbers, 2021). Furthermore, another study from the same academic institution as that of Aksan's locale, Mindanao State University- Sulu, show that students prefer face-to-face learning approach (F-t-FLA) over modular by a significant statistical difference of 3.3436 (Agree) for F-t-FLA to 2.4287 (Disagree) for MDLA using a 5-point Likert Scale questionnaire (Salamuddin, 2021).

During the height of the pandemic, the division and regional offices spearheaded several write-shops among teachers to produce quality Self-Learning Modules (SLMs). However, these modules developed by the division or regional groups have also shown many inconsistencies. Most of which are very detailed and accompanied with activities that are 'far-too-difficult' and

overachieving for most of the learners. Even the available books in the market are also not as recommended especially when it comes to considering the application that comes with the subject. The following are some of the characteristics of available modules and books in Practical Research 1 as deducted by the teacher-researcher using the Qualitative Data Analysis process indicated by Creswell (2014):

(1) Modules mostly apply one-competency-per-module system which go against the current recommended process in modular and blended learning that only one module per week may be provided, leading to issues with timelines set in the MELC;

(2) Series of competencies are crafted into modules by different writers dismissing sense of continuity;

(3) Subtopics are repetitively discussed with varying contexts across modules that can lead to concept confusion;

(4) Activities turn out repetitive from one module to another;

(5) Activities are not directly aligned with the competencies and are rather overwhelming for learners when it comes to time consideration;

(6) Activities and examples are not as contextualized to the learners as is necessary to scaffold the learners into coming up with their own research study;

(7) Modules and books alike do not feature the application needed to be accomplished by the learners like undergoing Title Defense and Final Defense.

For instance, the original curriculum and the MELC for Practical Research 1 aren't really entirely different. Same goes with the timeline suggested. For the first week, the learners are supposed to tackle 5 (Five) simple competencies while for the second week, 2 (two) competencies are supposed to be catered for. Since different writers crafted the modules for each competencies, a total of 31 pages for Week 1 and 13 pages for Week 2 were provided, for a total of 44 pages for 2 weeks. However, in the CLAIMs version, 3 competencies from Week 1 is catered in 1 module of 10 pages, while other 2 competencies were combined to 2 competencies from Week 2 in a 8 pages module. A total of only 18 pages for Week 1 and 2 were provided using CLAIMs while making sure all competencies are achieved. In CLAIMs, 2 competencies are repositioned for Week 2 since they are largely interrelated with the competencies found in Week 2. See Table 1.0 for reference:

Table 2.0 *Practical Research 1 Modules to be distributed based on MELC, comparing SMILE and CLAIMs learning materials*

Week	SMILE			CLAIMS		
	Competencies	**Modules**	**Total Number of Pages**	**Competencies**	**Modules**	**Total Number of Pages**
Week 1	5	5	**31**	3	1	**10**
Week 2	2	2	**13**	4	1	**8**
Total	7	7	**44**	7	2	**18**

The necessity, practicability and beneficiality of the use of CLAIMs revolve around many principles of teaching and learning, contextualization is just the most streamlined in this case. In the academic world, it has long been decided that contextualization is a core principle to make learning meaningful. In fact, the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), which paved

the way to the creation of Senior High School in the Philippine educational landscape, gave due importance to contextualization as one of the principles under curriculum development. It says that, *"The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts."* In the recent study conducted by E. C. Jimenez (2020), findings show that learners who were exposed to contextualized e-Learning resources statistically significantly did better by 3.54 to 2.46 mean over the use of current supplementary learning materials. Likewise, in the study conducted by Dolores Perin (2011) it was posited that even academically unprepared learners can improve tremendously with the use of contextualized learning materials.

The search for related literatures show positive results in the use of contextualized learning materials. However, no study has been conducted using learning materials on any research subject that are contextualized. This is a gap in the knowledge base that this study wishes to bridge, aside from the other contribution in the discipline of research teaching it may bring.

CLAIMs is a set of (1) contextualized modules and (2) write-shop guidelines on Practical Research 1 developed based on the competencies set by the Department of Education and in consideration of the life experiences and the immediate environment of the learners. The modules in particular is made-up of written works and performance tasks that follows the flow of the competencies and performance standards. CLAIMs assumes that the learning competencies are interrelated and that every few of them should be delivered as a single unit rather

than separate ones. This study primarily sought to test if there would be significant statistical difference between the posttest performance of learners who were exposed to CLAIMs learning material and posttest performance of learners not exposed to the treatment. Aside from that, it shows expert's evaluation of the materials, insights of the research participants and recommendations and reflections of the teacher-researcher.

In this study, all learning competencies for one whole quarter for Practical Research 1 indicated in the curriculum guide were tackled. It has undergone many edits and recrafting to assure quality and structure of the learning process along with activities. Considering the expanded limited face-to-face, these modules are also suited for blended learning. It also served like a regular content material or book for the learners during the regular face-to-face classes. Initially, the ones that are considered as identified critical content (ICC) in the Practical Research 1 subject and are comprised of the first 3 Modules of the CLAIMs learning materials plus the Writes-shop 1 Guidelines would be the focus of the study. However, during the course of the teaching process, the teacher-researcher decided to deliver the teaching process for the whole Quarter 3 of School Year 2022-2023 with five (5) modules and two (2) write-shop guidelines for a total of seven (7) CLAIMs learning materials for 10-week duration of the quarter.

B. INNOVATION, INTERVENTION AND STRATEGY

This study proposed the use of CLAIMs learning materials. CLAIMs is Contextualized Learning Activities In-Modules, giving emphasis on

contextualization. It includes seven (7) learning materials that were used by the Grade 11 HUMSS learners for the whole duration of Quarter 3, Second Semester of School Year 2022-2023:

- Module 1 Nature of Research
- Module 2 Qualitative Research Across Fields
- Module 3 Designing a Qualitative Research
- Module 4 Stating the Qualitative Research Problem
- Write-shop 1 INTRODUCTION Part I
- Module 5 Reviewing the Related Literatures
- Write-shop 2 INTRODUCTION Part II (RRL)

These learning materials, suited for blended learning modality and even face-to-face learning, are abound with examples of studies that can be done in the rural communities of Polangui where the learners reside. In this study, the CLAIMs learning materials are tested for its effectiveness through a quasi-experimental design primarily, and with other research designs such as developmental and phenomenological, making this a mixed methods study. The six sections of Grade 11-HUMSS classes in Polangui General Comprehensive High School have received the learning materials for ten (10) weeks tackling MELCs respectively. The significant differences of the posttest results between the experimental group and the nonequivalent group have provided answers to the questions and purpose set by this study.

Below is the list of considerations taken into account in crafting the CLAIMs or Contextualized Learning Activities In-Modules:

1. **Curriculum**

   CLAIMs are largely based on the MELC or Most Essential Learning Competencies. Specifically, it took into consideration the timeline provided in the Curriculum Guide where the MELC is provided. Thus, a single CLAIMs learning material cater to few competencies that are interrelated. The teacher-researcher made sure to pay respect to the curriculum provided by the Department of Education without compromising the ability of the learners to tackle and learn each competency in an easier yet more meaningful way.

2. **Contextualization**

   The examples in the modules are mostly scenarios that are relatable to the learners. The sample studies integrated into the activities are contextualized to life experiences and immediate environment of the learners to make the learning process meaningful to the learners. In this case, the geography of the community takes a big part in the examples to establish localization and indigenization, among others. Aside from that, some general competencies in the curriculum guides were refocused or contextualized to Qualitative Research to scaffold learners into crafting their own studies of qualitative research design.

3. **Content**

Unlike most of the released modules which are technically repetitive due to applying one-module-per-competency standards, the CLAIMs learning materials assumes the interrelationships of the competencies leading to more concise contents and activities that follow the flow of research writing. With this regard, Practical Research 1 is actually an **Applied Subject** where the focus is 'learning to do' rather than 'learning to know'. To avoid frustration on the part of the learners, a single CLAIMs module captures few competencies in a maximum of 12-page learning material answerable for 4 hours a week. Aside from that, CLAIMs also have relative focus on qualitative research designs compared to all resource materials that revolve around research holistically. It was assured that contents do not overlap and are in all considerations, concise. Some key mnemonics were even integrated to keep the learners conceptually engaged with the basic concepts of research.

4. **Other Special Features aside from Curriculum, Contextualization and Content**

   To further contextualize the CLAIMs learning materials, Modules were crafted with the following features:

   a. Modules contain WBLP or weekly blended learning plan (following the format of WHLP, emphasizing of its applicability for both face-to-face and home learning);

b. Modules feature multiple choice pretest-retest **(removed for the experimentation purposes of the study)**; to avoid bias of primacy or exposure.
c. Introductions are provided to prepare learners for the content and activities in the modules (including bridging learning from previous lessons);
d. Concise content and concepts through Explore part of the modules were provided;
e. Along with the Explore, written works (WW) and performance tasks (PT) were duly embedded;
f. The module has 'Reflection' part to reinforce self-introspection on their own learning;
g. Modules include format for answer sheets (notebook or coupon bond) to assure organized submission of outputs;
h. Modules contain vocabulary-development process applying the reading-rereading process of modular approach

While Write-shops were crafted with the following features:

a. Write-shop Guidelines were based on IMRAD Format with proper integration of the conventional parts of academic research or thesis;
b. It feature examples that the learners can make patterns with;

c. It focuses on the application of the students' learnings from previous week's modules.

5. Principles of Teaching & Learning Applied

The following are the principles of learning applied in the construction of CLAIMs aside from contextualization

a. Contextualization, Curriculum-based, & Concise Content
b. Prior Knowledge – CLAIMs is made by one teacher alone, making the whole learning process integrative where revisiting the prior knowledge of the learners always take precedence.
c. Feedback – One of the major part of the learning materials is the Reflection where the teacher can see the status of the learners as the learning progresses.
d. Learning-by-doing – CLAIMs has an overarching purpose of making sure that the learners experience everything there is in research writing including Title Defense and Final Defense, among others.
e. Scaffolding – CLAIMs are abound with examples that are easily relatable to the learners, which they can use in crafting their own study. Modules include written works and performance tasks geared towards developing practical research writing skills of the learners.

f. Constructivism – At the very end of the day, these learners are the ones who would craft, create or construct their own studies. This learning strategy will just provide them with a scaffold to move step-by-step.
g. SMART – CLAIMs take into consideration the rigorous process of conducting a research, thus all components of SMART are well-integrated and considered in the process of writing.

In this study, CLAIMs learning materials were used to teach Practical Research 1 to Grade-11 HUMSS learners of Polangui General Comprehensive High School.

C. ACTION RESEARCH QUESTIONS

This study primarily aimed to test the significant differences between the posttest result of Grade-11 HUMSS learners who were exposed to the use of the teacher-developed CLAIMs (Contextualized Learning Activities In Modules) learning materials and the nonequivalent groups who were not exposed to the intervention. Specifically, it sought to answer the following research problems:

1. What is the level of acceptability of the developed CLAIMs learning materials by the experts based on the LRMDS Evaluation Rating Sheet for Print Resource?

2. Is there a significant difference between the posttest performances of the groups of learners exposed to CLAIMs learning materials and the nonequivalent groups of learners not exposed to CLAIMs learning materials?
3. What are the insights and perceptions of learners on the use of the CLAIMs?

D. ACTION RESEARCH METHODS

A quasi-experimental research design is applied primarily to answer the main research problem, which is the research question number 2. Specifically, posttest-only with nonequivalent groups design or static group design applied to assure eliminating all threats to internal validity including threats in the testing process when experimental groups and the nonequivalent groups are exposed to the pretest (Creswell, 2018). However, this study also applied principles and procedures of developmental study for research question 1 and phenomenological study for research question 3. This action research has therefore employed mixed methodology to thoroughly assess a teaching practice.

The main subjects of this study are the six (6) Grade-11 HUMSS classes of Polangui General Comprehensive High School (PGCHS) who are taking their Practical Research 1 for the second semester of school year 2022-2023 starting February 2023. These learners were purposively selected as the experimental group as they are currently handled by the teacher-researcher who is undergoing this classroom action research. These include 11-Marx, 11-Durkheim, 11-

Socrates, 11-Collins, 11-Foster and 11-Franklin. For point of comparison, nine (9) classes from the STEM, ABM and GAS groups of PGCHS served as the nonequivalent comparison group and took the same posttest examination.

The LRMDS Evaluation Rating Sheet for Printed Resources crafted by the Department of Education was utilized by three (3) Master Teachers that served as experts, adjudicators or evaluators of the developed CLAIMs learning materials. This validated tool is the main research tool for research question 1.

A qualitative survey questionnaire was also utilized to tackle research question 3 to explore the insights and perceptions of the experimental groups after being exposed to the intervention or treatment which is the use of CLAIMs learning materials. The Figure 1.1 is the posttest- only with nonequivalent groups design for the study, modified from Creswell (2018):

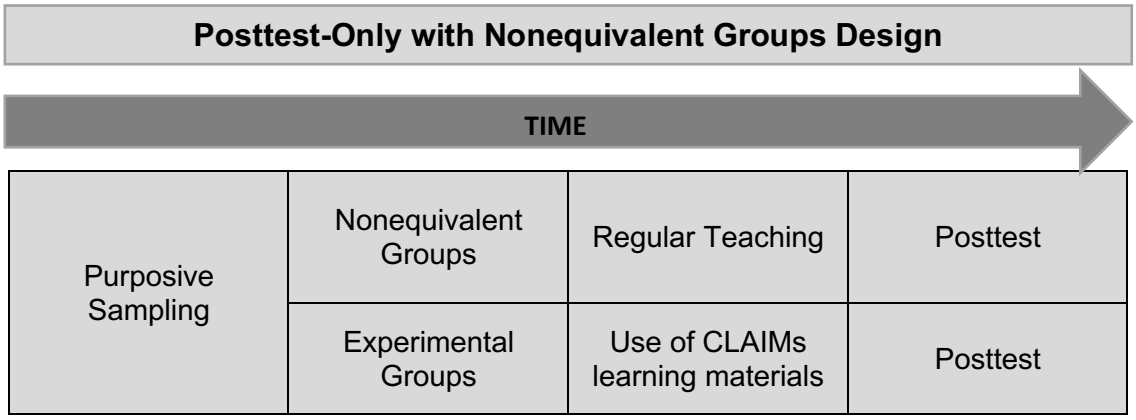

Figure 2.1 *Posttest-Only with Nonequivalent Group Design for the study entitled, "Use of CLAIMs (Contextualized Learning Activities In-Modules) in Teaching Practical Research 1*

The research design above is only to clarify the process that answered the main research question which is about the difference between the posttest results of controlled group and experimental group after the intervention. Figure 1.2 is the

conceptual framework to show the whole process of utilization of mixed methodologies that starts with the pre-intervention phase, followed by the intervention proper and ended with the post-intervention phase.

In the pre-development phase, the teacher-researcher conducts the common preparations of a teacher before the teaching engagement like identifying the learning competencies, preparing table of specifications and test questions, as well as crafting-recrafting available CLAIMs learning materials. Developmental phase focus on validating the materials that will involve several steps based on the LRMDS standards. The intervention phase is where the innovation is going to be applied and after which, post-testing ensues. Annex 2 is the Posttest with TOS.

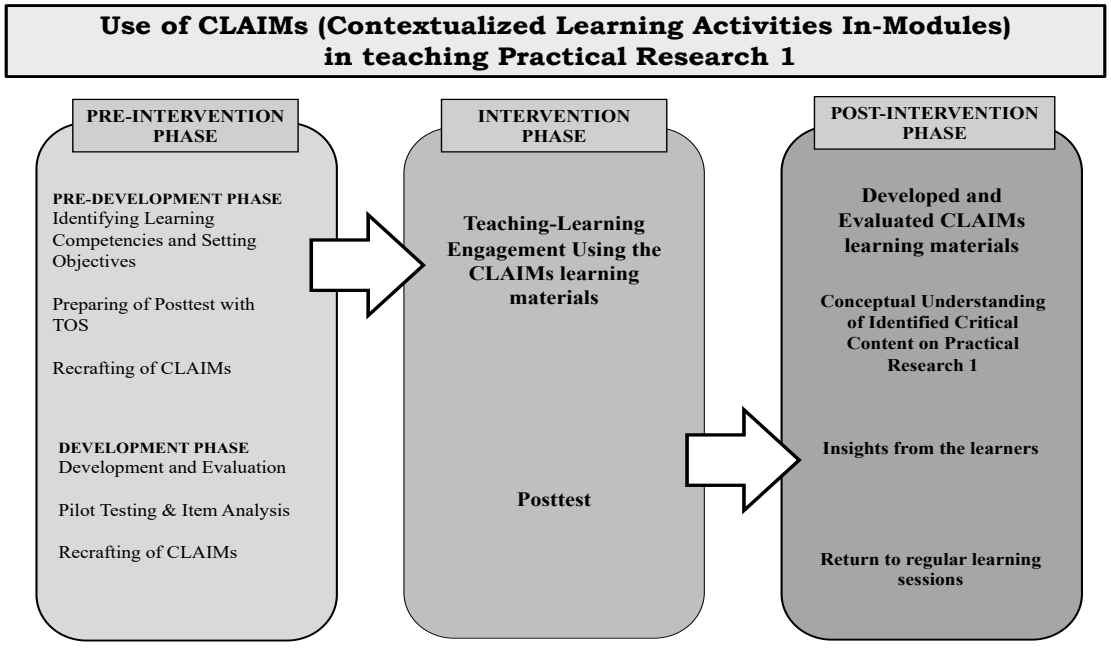

Figure 3.2 *Conceptual Framework for the study entitled, "Use of CLAIMs (Contextualized Learing Activities In-Modules) in Teaching Practical Research 1*

A. Participants and/ or other sources of data and information

The subjects of this study were the Grade 11 learners of Polangui General Comprehensive High School who are taking Practical Research 1. They were chosen because of the academic timeline. PR1 is a research subject appropriately being provided on the 2nd Semester of Grade 11 along with its pre-requisite, Statistics and Probability. They are mostly 15-17 y/o learners who are residents of rural communities surrounding the municipality of Polangui.

In this study, the Grade 11 HUMSS Learners were selected purposively as they belong to the class handled by the teacher-researcher, while the nonequivalent groups are from the other academic strand classes and selected through a randomizer. Age and sex were not ever considered as a variable in this study.

B. Data Gathering Methods

For the research question number 1, LRMDS Evaluation Rating Sheet for Printed Resources was utilized by experts to evaluate the acceptability of the developed CLAIMs learning materials. For the main research problem, a curriculum-based posttest with a corresponding table-of-specifications (TOS) is crafted, evaluated and utilized to assess the test performance of learners on Practical Research 1 after the exposure to the intervention, to see if there would significant differences between the experimental groups and the nonequivalent groups. The posttest have been the primary instrument to be used. Ultimately, a qualitative survey questionnaire was developed and utilized to get the insights

and perceptions of the learners who have experienced the use of CLAIMs learning materials. Parents' and learners' consents were asked in the conduct of this study.

E. DISCUSSIONS OF RESULTS & REFLECTIONS

This part of this manuscript contains the discussion of results and reflections on the research questions regarding the use of Contextualized Learning Activities In-Modules (CLAIMs) learning materials in teaching Practical Research 1 among the Grade 11 HUMSS students. The results are primarily organized according to the research questions.

Acceptability of the CLAIMs learning materials

Three (3) Master Teachers who have been handling research subjects were requested to serve as adjudicators or evaluators of the CLAIMs learning materials using the **LRMDS Evaluation Rating Sheet for Print Resources**. This DepEd-developed rating sheet is composed of four (4) Factors that make print resource materials 'acceptable' to be used in classroom settings: **Factor 1 Content**, **Factor 2 Format**, **Factor 3 Presentation and Organization**, and **Factor 4 Accuracy and Up-to-datedness of Information**. In this developmental part of the study, the Master Teachers evaluated the level of acceptability of the learning materials.

The teacher-researcher utilized the following Likert Scales to make proper statistical interpretation and draw conclusion on the level of acceptability of the CLAIMs learning materials based on the LRMDS Evaluation Rating Sheet for Print

Resources. Table 2.1 and Table 2.2 presents the Likert's Scale for descriptive purposes. On the other hand, the LRMDS standards is still the primary consideration for the acceptability of the CLAIMs learning materials.

Table 2.1 *Likert Scale for Level of Acceptability of CLAIMs Learning Materials Based on Factor 1 Content, Factor 2 Format, and Factor 3 Presentation and Organization*

Point of Value	Scale	Descriptive Equivalent	Interpretation
4	3.25-4.00	Very Satisfactory	High Acceptability
3	2.50-3.24	Satisfactory/ Not Applicable	Moderate Acceptability
2	1.75-2.49	Poor	Slight Acceptability
1	1.00-1.74	Not Satisfactory	Low Acceptability

Table 2.2 *Likert Scale for Level of Acceptability of CLAIMs Learning Materials Based on Factor 4 Accuracy and Up-to-datedness of Information*

Point of Value	Scale	Descriptive Equivalent	Interpretation
4	3.25-4.00	Not present	High Acceptability
3	2.50-3.24	Present but very minor & must be fixed	Moderate Acceptability
2	1.75-2.49	Present & requires major redevelopment	Slight Acceptability
1	1.00-1.74	Poor, Do not evaluate further	Low Acceptability

The following are the tables presenting the average of the ratings provided by the evaluators and their accompanying descriptors, based on the four factors indicated in the LRMDS Evaluation Sheet for Print Resource, and the overall summary of ratings of the evaluators.

Factor 1: CONTENT

Table 3.1 *Summary of Rating of Experts and Level of Acceptability of CLAIMs Learning Materials Based on Factor 1 Content*

Factor 1: Content Rating Scale: 4- Very Satisfactory; 3- Satisfactory/ Not Applicable; 2- Poor; 1- Not satisfactory	**Expert 1**	**Expert 2**	**Expert 3**	**Average**
1. Content is suitable to the student's level of development.	**4**	**4**	**4**	**4**
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	**4**	**4**	**4**	**4**
3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.	**4**	**3**	**4**	**3.67**
4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	**3**	**3**	**4**	**3.33**
5. Material enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits) ù	**4**	**4**	**4**	**4**
❒ 5.1 Pride in being a Filipino ❒ 5.2 Scientific attitude and reasoning ❒ 5.3 Desire for excellence ❒ 5.4 Love for country ❒ 5.5 Helpfulness/Teamwork/Cooperation ❒ 5.6 Unity ❒ 5.7 Desire to learn new things	❒ 5.8 Honesty and trustworthiness ❒ 5.9 Ability to know right from wrong ❒ 5.10 Respect ❒ 5.11 Critical and creative thinking ❒ 5.12 Productive work ❒ 5.13 Other: (Please specify)			
6. Material has the potential to arouse interest of target reader.	**4**	**4**	**4**	**4**
7. Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.	**3**	**4**	**3**	**3.33**
Total Points (Based on Average)	**26.33**			
Note: Resource must score **at least 21 points** out of a maximum **28 points** to pass this criterion. Please put a check mark on the appropriate box	❒ **Passed** ❒ **Failed**			
SUMMARY OF RATING (AVERAGE)	**3.76**			
INTERPRETATION	**HIGH ACCEPTABILITY**			

Factor 2: FORMAT

Table 3.2 *Summary of Rating of Experts and Level of Acceptability of CLAIMs Learning Materials Based on Factor 2 Format*

Factor 2. Format Rating Scale: 4- Very Satisfactory; 3- Satisfactory/ Not Applicable; 2- Poor; 1- Not satisfactory	**Expert 1**	**Expert 2**	**Expert 3**	**Average**
1. Prints				
1.1 Size of letters is appropriate to the intended user.	4	4	4	4
1.2 Spaces between letters and words facilitate reading.	3	4	3	3.33
1.3 Font is easy to read.	4	4	4	4
1.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).	3	3	4	3.33
2. Illustrations				
2.1 Simple and easily recognizable.	4	3	4	3.67
2.2 Clarify and supplement the text.	4	4	4	4
2.3 Properly labelled or captioned (if applicable) .	4	4	4	4
2.4 Realistic / appropriate colors.	4	4	4	4
2.5 Attractive and appealing.	4	4	4	4
2.6 Culturally relevant.	4	4	4	4
3. Design and Layout				
3.1 Attractive and pleasing to look at.	3	3	3	3
3.2 Simple (i.e., does not distract the attention of the reader).	4	4	4	4
3.3 Adequate illustration in relation to text.	3	3	3	4
3.4 Harmonious blending of elements (e.g., illustrations and text).	4	3	4	3.67
4. Paper and Binding				
4.1 Paper used contributes to easy reading.	4	4	4	4
4.2 Durable binding to withstand frequent use.	4	4	4	4
5. Size and Weight of Resource				
5.1 Easy to handle.	4	4	4	4
5.2 Relatively light.	4	4	4	4
Total Points (Based on Average)	**66**			
Note: Resource must score **at least 54 points** out of a maximum **72 points** to pass this criterion. Please put a check mark on the appropriate box	❒ **Passed** ❒ **Failed**			
SUMMARY OF RATING (AVERAGE)	**3.67**			
INTERPRETATION	**HIGH ACCEPTABILITY**			

Factor 3: PRESENTATION AND ORGANIZATION

Table 3.3 *Summary of Rating of Experts and Level of Acceptability of CLAIMs Learning Materials Based on Factor 3 Presentation and Organization*

Factor 3: Presentation and Organization	**Expert 1**	**Expert 2**	**Expert 3**	**Average**

Rating Scale: 4- Very Satisfactory; 3- Satisfactory/ Not Applicable; 2- Poor; 1- Not satisfactory				
1. Presentation is engaging, interesting, and understandable.	**4**	**4**	**4**	**4**
2. There is logical and smooth flow of ideas.	**4**	**4**	**4**	**4**
3. Vocabulary level is adapted to target reader's likely experience and level of understanding.	**3**	**3**	**4**	**3.33**
4. Length of sentences is suited to the comprehension level of the target reader.	**4**	**4**	**4**	**4**
5. Sentences and paragraph structures are varied and interesting to the target reader.	**4**	**3**	**4**	**3.67**
Total Points (Based on Average)	**19**			
Note: Resource must score **15** out of a maximum **20 points** to **pass** this criterion. Please put a check mark on the appropriate box.	❒ **Passed** ❒ **Failed**			
SUMMARY OF RATING (AVERAGE)	**3.80**			
INTERPRETATION	**HIGH ACCEPTABILITY**			

Factor 4: ACCURACY AND UP-TO-DATEDNESS OF INFORMATION

Table 3.4 *Summary of Rating of Experts and Level of Acceptability of CLAIMs Learning Materials Based on Factor 4 Accuracy and Up-to-datedness of Information*

Factor 4: Accuracy and Up-to-datedness of Information **Note down observations about the information contained in the material, citing** Rating Scale: 4- Very Satisfactory; 3- Satisfactory/ Not Applicable; 2- Poor; 1- Not satisfactory	**Expert 1**	**Expert 2**	**Expert 3**	**Average**
1. Conceptual errors.	**4**	**4**	**4**	**4**
2. Factual errors.	**4**	**4**	**3**	**3.67**
3. Grammatical errors.	**4**	**4**	**4**	**4**
4. Computational errors.	**4**	**4**	**4**	**4**
5. Obsolete information.	**4**	**4**	**4**	**4**
6. Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.).	**3**	**3**	**4**	**3.33**
Total Points (Based on Average)	**23**			
Note: Resource must score **24** out of a maximum **24 points** to **pass** this criterion. Please put a check mark on the appropriate box.	❒ **Passed** ❒ **Failed**			
SUMMARY OF RATING (AVERAGE)	**3.83**			
INTERPRETATION	**HIGH ACCEPTABILITY**			

OVERALL SUMMARY

Table 3.5 *Overall Summary of Rating of Experts and Level of Acceptability of CLAIMs Learning Materials Based on LRMDS Evaluation Sheet for Print Resource*

FACTORS	***Likert Scale Interpretation***		***LRMDS Standards***		
	Summary of Rating (Average)	**Interpretation**	**Total Points of Average**	**LRMDS Acceptability Standards**	**LRMDS Acceptability (Passed or Failed)**
Factor 1: CONTENT	3.76	HIGH ACCEPTABILITY	26.33	21 out of maximum 28 points	Passed
Factor 2: FORMAT	3.67	HIGH ACCEPTABILITY	66	54 out of maximum 72 points	Passed
Factor 3: PRESENTATION AND ORGANIZATION	3.8	HIGH ACCEPTABILITY	19	15 out of maximum 20 points	Passed
Factor 4: ACCURACY AND UP-TO-DATEDNESS OF INFORMATION	3.83	HIGH ACCEPTABILITY	23	24 out of 24 maximum points	Failed
Overall Summary of Ratings	**3.765**	**HIGH ACCEPTABILITY**	***Not recommended for use for having failed Factor 4 based on the standards of LRMDS***		

The summary of ratings per Likert Scale suggests that the CLAIMs learning materials have High Acceptability with $M = 3.765$ score. Meanwhile, the CLAIMs learning materials failed to be recommended for use in classrooms for failing the Factor 4 Accuracy and Up-to-datedness of Information which needs a total of 24 out of 24 maximum points to be considered acceptable. The learning materials need an editing especially when it comes to **Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.)** since it garnered the lowest average of 3.3 among the parameters.

Posttest results of the treatment group and nonequivalent groups

Six (6) Grade 11 HUMSS sections have been exposed to CLAIMs learning materials and the teaching process that goes with it during the Quarter 3 Second Semester of School Year 2022-2023. The pretest-retest part of the learning materials were removed to eradicate bias of primacy. Also, the research participants were not given any standardized test or quizzes prior to the posttest, in application of the Posttest-Only with Nonequivalent Groups design. Meaning, the research participants or treatment group did not have the benefit of practice since the test items were not disclosed to them in any way and they were not provided with any standardized testing for formative assessments like multiple choice, enumeration and identification quizzes. Their grades for written works have rather come from the notebook activities that were 'writing-focused' in support of the underlying context of writing development in Practical Research subject.

To delimit the samples, the teacher-researcher purposively selected the raw scores of all 126 honor students for the Quarter 3 of Second Semester School Year 2022-2023 to serve as sample that represents the whole Grade 11 HUMSS population. This was then run through SPSS along with the randomly selected raw scores of the honor students from other Academic Strand classes in PGCHS to serve as the nonequivalent comparison group.

A total of nine (9) Grade 11 Academic Strand classes were considered to serve as Nonequivalent Comparison Groups. These classes include four (4)

Grade 11 STEM classes, two (2) Grade 11 ABM classes and three (3) Grade 11 GAS classes. A total of 206 honor students from the nine classes have taken the posttest. These 206 honor students and their raw scores were randomly assigned with numbers from 1-206. Then, an online randomizer was utilized to identify 126 numbers from 1-206. These randomly selected raw scores have served as the nonequivalent comparison group.

Table 4.1 *Descriptive Statistics for CLAIMs Posttest Results of the Grade 11 Academic Strand Students in Polangui General Comprehensive High School*

STRANDS	***M***	***SD***
Treatment Group		
HUMSS (Humanities and Social Sciences)	24.55	5.49
Nonequivalent Comparison Groups		
STEM (Science, Technology, Engineering and Mathematics)	24.99	5.66
ABM (Accountancy, Business and Management)	24.71	6.29
GAS (General Academic Strand)	20.41	5.62

Table 4.1 shows the descriptive statistics (M, SD) of the scores from different academic strands showing **no noticeable differences** between them except the relatively lower mean from GAS (M=20.41). HUMSS (M=24.55), STEM (M=24.99) and ABM (M=24.71) classes have fairly the same results. The posttest results from the HUMSS strand as the treatment group is relatively the same with the results from the other strands where the nonequivalent comparison group was randomly selected from. The raw scores are attached as part of annexes.

These descriptive data are further solidified by the results of the independent samples t-test.

Table 4.2 *Independent Samples T-test of the Posttest Results of the Treatment Group and the Nonequivalent Comparisons Group*

		M	SD	MD	t	p
Posttest Results	Treatment or Experimental Group	24.55	5.49	.1984	0.27647	0.782415
	Nonequivalent Comparison Group	24.35	5.89			

* $\alpha = 0.05$

Table 4.2 shows posttest results among the treatment group ($M = 24.55$, $SD = 5.49$) and among the nonequivalent group ($M = 24.35$, $SD = 5.89$). Running the data through SPSS software using independent samples t-test generated $p = .7824$, which is higher than the significance level of $\alpha = 0.05$. By inference, the Null Hypothesis is hereby accepted. There is **no statistically significant differences** between the posttest results of the treatment group and the posttest results of nonequivalent group.

This inference means that the amount of learning achieved by the learners exposed to the use of CLAIMs is just the same with the learnings achieved by the learners from other strands who have not been exposed to the CLAIMs learning materials. Therefore, the use of CLAIMs in teaching Practical Research 1 does not have any exceptional impact in the academic performance of the learners based on the grounds of standardized testing.

Learners' Insights and Perceptions on Use of CLAIMs Learning Materials

A qualitative survey questionnaire with open ended questions on the learner's (a) general insights and perceptions on the use of CLAIMs learning, (b) perceived positive attributes of the use of CLAIMs learning materials, (c) perceived

negative qualities of the use of CLAIMs, (d) experiences with the use of CLAIMs learning materials and (e) recommendations on how to improve the use of CLAIMs learning materials. The themes were then triangulated through Focus Group Discussions (FGD) per classroom. Using classic thematic approach and coding process, several themes have been found out using inductive approach.

The qualitative survey showed few (5) learners declaring their initial doubts on the learning process citing the fact that earning was already being delivered in full face-to-face classes on February 2023. They shared that this initial doubt turned into acceptance and appreciation in the long run, citing various learning opportunities that come with the writing activities and the self-pacing process, along with convenience of space and flexibility of time.

Table 5.1 *Summary of responses based on the qualitative survey (n=84)*

Themes	Number of responses (%) (n=84)			
	Positive		Negative	
	Count	(%)	Count	(%)
Learning opportunities				
Develop writing skills	30	35.7	0	0.0
Opportunities for reviewing lessons	24	28.6	0	0.0
Enhance study and learning habits	22	26.2	0	0.0
Develop research skills	20	23.8	0	0.0
Develop critical thinking skills	14	16.7	0	0.0
Improve reading skills	8	9.5	0	0.0
Social Understanding	8	9.5	0	0.0
Learning even with class suspension	8	9.5	0	0.0
Developing vocabulary	12	14.3	16	19.0
Self-regulated learning process				
Self-pacing	58	69.0	0	0.0
Flexibility and convenience	32	38.1	0	0.0
Independence in learning	26	31.0	0	0.0
Time management	8	9.5	28	33.3
Content				
Comprehensiveness	34	40.5	0	0.0
Structure of Learning	28	33.3	0	0.0
Sequence of Activities	26	31.0	0	0.0
Examples in the module	16	19.0	6	7.1
Clarity of Instructions	6	7.1	12	14.3

Confusion on some parts	0	0.0	26	31.0
Student factors				
Confidence in answering	15	17.9	0	0.0
Engagement/ active participation	17	20.2	8	9.5
Peer interaction	11	13.1	9	10.7
Develop self-discipline	15	17.9	13	15.5
Stress and pressure of workloads	6	7.1	24	28.6
Distractions at home	0	0.0	17	20.2
Boredom	0	0.0	11	13.1

Table 5.1 *Summary of recommendations based on the qualitative survey (n=84)*

	Count	*Percentage*	*Rank*
Recommendations			
More explanation/ class discussion	26	31.0	1
More mentorship and feedback	14	16.7	3
Encourage participation/group works	11	13.1	4
More examples	7	8.3	5
No Recommendations	19	22.6	2

The learning opportunities come with CLAIMs learning materials

The learners addressed the advantages they get from utilizing CLAIMs learning materials. Responses were mostly showing that they perceive the modules and write-shop guidelines as tools that make them learn better. In fact, development of study and learning habits have come up as an emergent theme in this study.

> *"My ability to analyze information and learn has (have) significantly improved because of this kind of instruction." (Gab)*

The learners significantly appreciated the CLAIMs learning materials and the modules, activities and write-shops that come with it. They have specifically identified its roles in developing their writing skills (35%), easy reviewing of lessons (28.6%), enhancing their study and learning habits (26.2%), and in developing their research skills in general (23.8%). Aside from these, they have also

recognized its good effect to their reading skills, social understanding and continuous learning amidst class suspensions. All of these appreciation on learning opportunities are aligned with the grounds of contextualized activities that suit their abilities, their needs, their daily experiences and their prior knowledge.

> *"From Module 1 to Module 5, and the write-shops as well, the positive insight that I have is that it's practical in literal sense, meaning I was able to apply the things I learned through writing exercises. The task is not difficult to do. Furthermore, I will reiterate that it is a comprehensive module." (Jeric)*

> *"The utilization of modules and write-shops offered certain benefits (to) us students such as a better grasp of the topic, improved research skills, and increased confidence in writing research papers." (Mary Joan)*

Developing writing skills was ultimately one of the underlying goals for a successful research process in senior high school. As an *Applied Subject* in the Senior High School Curriculum of the Philippines educational landscape, learners being able to do and write their own research is at the core of its many outcomes. The learning activities, both performance tasks and written works, as well as the write-shop guidelines, provided the learners to opportunities to learn and more. One very notable theme is their statements on the improvement of their own study and learning habits.

On the negative side, there is a bit more percentage of learners (19% to 14.3%) who sees the vocabulary development as a negative experience rather than a positive one. While vocabulary development has become a regular part of CLAIMs, it remains an issue among the learners as they navigate through the lessons using English as the primary medium. This result maybe correlated with

the ongoing **'learning gaps'** among the learners brought about by the 2-year full distance learning via modular approach, as depicted in most post-COVID-19 studies related to education and educational gaps.

Appreciation of self-regulated learning process

Self-regulated learning process is not a new phenomenon in the educational landscape. In the use of learning materials, modular approach and most modern online learning, self-regulated learning process is at the heart of its systems. Among all the positive things that the learners attributed the CLAIMs with, the self-pacing opportunities (69%), time flexibility and space convenience (38.1%) and sense of independence in learning they get (31%) are primarily seen in their narratives. These statements usually come together or with other themes such as improvements in their time management if not having more time to understand the lessons better since they can decide on when to study according their own readiness.

> *"Modules offered us a structured and self-paced learning approach, allowing us students to work at our own speed and review materials as needed." (Richelle Mae)*

> *"Modules and write-shops allow us to have a flexible schedule and pace. We had the freedom to learn at our own speed, which improved our understanding of the topics. …(It) improved time management skills due to the self-paced nature of modules….(It) increased independence in studying and managing my own progress." (Bea)*

> *"My positive experiences with using modules and write-shops are being able to understand the lessons better and having more independence since we are allowed to do it at our own pace." (Jullianne)*

On the negative side, while some learners positively addressed the time management (9.5%) they get from the self-regulated pacing offered in CLAIMs, most learners have rather expressed their negative experiences in time management (33.3%) because of many reasons like activities are deemed ***time-consuming***, they sometimes forget their activities or that they don't have much time anymore because of the workloads.

Content is comprehensive but other topics are difficult to understand

Results show that at least 40.5% of the learners appreciate the comprehensiveness of the modules and write-shop guidelines. However, these appreciations were relatively countered with a number of learners addressing the confusion and difficulty they experienced in understanding some topics (31.0%). On the brighter side, learners addressed the structured content (33.3%) and well-sequenced activities (31%) as something that helped them navigate the learning process. Examples provided in the modules were also duly appreciated (19%) amidst a few who thinks that there is not sufficient examples (7.1%).

> *"The modules held an advantage for students to navigate topics while discussions occur because the material is easy to follow and understand. The writes-hops have clear instructions that helped us build the parts needed in our research and it allows us to enhance our outputs." (Hannah Sophia)*

> *"In my opinion, modules and write-shops are valuable tools for us. They provide us with actual samples of research, and I am very grateful because the examples provided in our modules are sufficient…. Some students find it challenging to understand certain parts of the modules. They may misunderstand or require additional reflection to comprehend the examples and instructions provided." (Michael Joseph)*

> *"The modules and write-shops helped me understand the lessons better because they explain each topic step-by-step. It also has lots of examples, making it easier for me to understand." (Allysa)*

When it comes to clarity of instructions, few learners have identified it as one of the strengths of the CLAIMs (7.1%) while some have shared their opinions that some instructions cannot be fully understood (14.3%). This finding may be related with the vocabulary problems they encountered and as discussed in the previous section in relation with the phenomenon of learning gaps.

Confidence and stress in learning and doing the activities

Throughout the learners' answers and narratives, addressing one's self as a 'learner responsible for learning' have shown significant points for self-reflection. For once, a very positive bunch (17.9%) directly stated that their confidence have fairly improved when it comes to accomplishing the activities because of the learning materials. These statements on confidence is deemed a good point for self-reflection compared with fewer responses that are rather self-depreciating. Meanwhile, while most learners (20.2%) appreciated the peer engagement they get, some (9.5%) have seen themselves wanting more of it.

> *"…Also, there is a different sense of fulfillment and achievement when I see myself slowly applying what I have learned from the module without doubting or having second thoughts that I am are doing it right. During the process, I was able to LEARN with my classmates and SHARE knowledge with them. I have become a bit confident, with the help of modules and write-shops, when having discussions about research with other students." (Jemicca)*

One very notable result in the coding is the pronouncements of developed self-discipline among some learners (17.9%) and the honest remarks of laziness in one's self and of their classmates among other learners (15.5%). Other negatively addressed experiences include distractions at home like gadgets (20.2%) and boredom with the lessons (13.1%).

Many learners addressed stress and pressure of workloads they have encountered in the course of the lessons (28.6%). Although this may come as natural in the learning process, the teacher-researcher reflects positively about the statements of the learners who are feeling stressed and pressured. These statements are rather proof that the learners are taking their studies seriously. On the teacher's side, considerations and much kindness, appreciations and due mentorships can be of good help in alleviating such stress.

Need for more class discussions and other recommendations

The learners have generally addressed that they need more classroom discussions with the teacher $(31\%, Rank\ 1)$. They were able to identify that the module may be comprehensive enough, but the learners are of different levels when it comes to comprehension and that the class discussion on topics they find hard to understand is needed. Other recommendations include seeking more mentorship and feedbacks from the teacher $(16.7\%, Rank\ 3)$, seeking more encouragement for group participation $(13.1\%, Rank\ 4)$ and needing more examples $(8.3\%, Rank\ 5)$. These recommendations are mostly teacher-centered.

On the other hand, a significant number of learners also expressed their full satisfaction with the learning materials $(22.6\%, Rank\ 2)$.

> *I don't have any recommendations to share because its great and comprehensive module. I was able to understand the fundamentals of research.*
>
> *Perhaps, in my opinion, the modules are already satisfactory, but there should be longer discussions and more explanations when there are face-to-face class sessions.*

Emergent Themes during the use of CLAIMs learning materials

CLAIMs learning materials were utilized during the first year of return-to-school, face-to-face classes post-pandemic, for Grade 11 HUMSS learners school year 2022-2023. As such, the teacher-researcher applied a blended approach where discussion of content was not anymore the priority during the face-to-face classes since the learners already have the modules available 'at their most convenient time'. Thus, the daily face-to-face classes shifted its focus to other matters beyond content and learning activities. The regular content-based topic in class discussions and curriculum-based activities have changed drastically.

The following are the **topics that have emerged during the face-to-face classes**, beyond use of CLAIMs learning materials:

- How to Use a Module
- Reading with Comprehension
- Proper Note-Taking Techniques
- Study Habit Development: Nighttime and Weekend

- Review-Discussion of the Modules' Contents and Activities

The following are the **classroom activities that have emerged during the face-to-face classes**, beyond use of CLAIMs learning materials:

- 30-minute uninterrupted reading followed by 30-minute discussion
- Notebook checking for written works
- Checking of performance tasks
- Peer mentoring sessions for written works and performance tasks
- Mentoring sessions with the teacher
- Editing write-shops

CONCLUSIONS & RECOMMENDATIONS

The primary goal of this study was to determine if this passion-laden and learner-centered CLAIMs learning materials can be a way to make learners learn better than they usually do. However, the quantitative data showed that there is no exceptional results from using modules and write-shop guidelines especially on the basis of standardized testing. With the removal of exposure to test-items and to any form of standardized testing for formative assessments like multiple choice, enumeration, and identification quizzes, it is apparent that regular face-to-face classes are just as good as any use of intervention beyond the regular classes like making use of learning materials.

However, the positive responses of the learners on the many learning opportunities brought by the activities was seen as a main theme during the qualitative data analysis. Other relatively notable themes are their need for more class discussion amidst appreciation of the comprehensiveness of content and structure or sequencing of activities since they get confused with some instructions or topics.

The results of this study have a lot of potential for more exploration in the contextualization of learning activities. There are a lot to be desired for and the data provided in this study need more discussions and studying. Future researchers and teachers can definitely benefit from this study, its methodology and the rigor applied to it.

F. ADVOCACY, UTILIZATION AND DISSEMINATION

The teacher-researcher primarily plans to have this work published in a refutable publication institution and have the developed materials quality assured in the regional level. For wider dissemination, an ambitious vision of having the learning materials published as a book is also being considered. More than anything else, this study is for the learners. As it is, the results have been shared and discussed during collegial meetings and planning sessions for future activities related to teaching development.

Aside from that, findings of the study have already been disseminated using available range of activities designed to transfer knowledge to target audience

such as the SLAC and INSET. Although there is no positive turn-out as per statistical treatment, a training design has already been crafted to advocate contextualization in activities. Hard copies of the research abstract will be distributed to other schools through the Education Program Supervisors and Public Schools District Supervisors. Trainings, seminars, workshops, conferences and meetings will also be used as avenues to share effective practices developed. The following is the current plan of action considering the future events and school calendar:

Table 6.0 *Work Plan and Accomplishments Dissemination, Utilization and Advocacy relative to the results of the study*

Workplan			
Target Date	**Activity Title**	**Activities**	**Persons Involved**
June 2023	Publication		Author
July 2023 onwards	INSET/ SLAC	INSET on Contextualization	INSET Coordinator; School Head
July 2023	ARISE	Research Convention	Action Research Coordinaor/ School Head
Accomplishments			
Date	**Activity Title**	**Activities**	**Persons Involved**
March 2023	Collegial Meeting with Research Teachers	Discussion o the current practices of research teachers	Research Teachers lead by MTs
May 2023	SLAC	-Art of Questioning -SIM-Making	Language Teachers

An advocate of many noble principles and practices, the teacher-researcher perseveres in his enthusiasm to share and learn. As of now, this study

remains a simple action-research that tested a classroom teaching practice and not to advocate any noble cause beyond the classroom.

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H. FINANCIAL REPORT

The following are expenses incurred in the conduct of the study:

Table 7.0 *Financial Report*

ACTIVITY	CASH OUT	BALANCE
BASIC EDUCATIONAL RESEARCH FUND (BERF) FACILITY GRANT		Php 15,000.00
1.Crafting and preparation of action research proposal	Php 2, 500.00	Php 12,500.00
2.Travels to ROV and SDO for submission of proposal for evaluation, revision purposes	Php 1, 000.00	Php 11,500.00
3.Notarial Fee	Php 300.00	Php 11,200.00

4.Crafting and preparation of materials for development and validation (posttests, modules and write-shop guidelines, research tools), including binding and other document preparation expenses	Php 7,300.00	Php 3,900.00
5.Preparation of action research proposal for revisions	Php 1, 000.00	Php 2,900.00
6.Travels to SDO and ROV due to revisions secondary to transfer of station	Php 500.00	Php 2,400.00
7.Preparation of documents for completion of research	Php 2, 000.00	Php 400.00
8.Travels to SDO and ROV Re: Completion of Research	Php 500.00	Php 0.00