RESEARCH READINESS WORKSHEET: LEARNER'S GUIDE TO WRITING RESEARCH FOR GRADE 7 LEARNERS OF BIÑAN INTEGRATED NATIONAL HIGH SCHOOL

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Biñan City Learning Resource Center

COMPLETED ACTION RESEARCH TEMPLATE

I. BASIC INFORMATION

TITLE OF RESEARCH	**RESEARCH READINESS WORKSHEET: LEARNER'S GUIDE TO WRITING RESEARCH FOR GRADE 7 LEARNERS OF BIÑAN INTEGRATED NATIONAL HIGH SCHOOL**
LEAD PROPONENT	**JANINA YAHZMIN N. LIMBAG**
SCHOOL/DIVISION	**BIÑAN INTEGRATED NATIONAL HIGH SCHOOL/ BIÑAN CITY**
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II. ABSTRACT

One of the most important qualities of learners is the ability to conduct research. Students who grasp this subject acquire critical thinking abilities, which will eventually help them to function a valuable human being in the future. Proficiency in doing research is a prerequisite for academic achievement. The purpose of this study is to assess grade 7 students' preparedness or level of readiness in conducting school-based research which is essential due to the demands for higher grade level. This study utilizes qualitative methodologies, including survey questionnaires to assess students in writing research and the challenges they encounter.

III. ACKNOWLEDGEMENT

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Mrs. Josephine J. Morales for allowing the grade 7 students to participate in the research and for her guidance in crafting the Learning Action Cell proposal.

Ms. Clarise Francisco and Mrs. Teresita M. Casipit for guiding the grade 7 students in answering the research tool.

Grade 7 Copernicus students, for being the participants in the research, for without them the research would not be possible.

Mrs. Eleonor C. Barbosa for supporting the LAC session to create a collaborative action plan.

EnSciMa Teachers from different grade levels for listening in the results of the research and crafting a collaborative action plan for the students in different levels in junior high school.

To Mr. Romulo D. Casipit, Mr. Oliver P. Caliwag and Ms. Julie Ann D. Natividad for allowing the researcher to conduct the action research and the Learning Action Plan: Collaborative Action Plan making.

And most importantly, to the researcher's family and to Almighty God for giving the researcher the strength and patience to finish the action research.

IV. CONTEXT AND RATIONALE

- *Description and context of the study*

In the Philippine educational setting where students were expected to develop higher order thinking skills and solve problems cognitively, the curriculum includes subjects that believed to help enhance students' abilities. In case of some private and public institutions, learners took research subjects and write research papers. The research papers were then selected thoroughly and would be selected and enhanced. The learners were also encouraged to join Science Investigative Projects. In some studies, shows that the greatest impact teachers see today's digital environment having on student research habits is the degree to which it has changed the very nature of "research" and what it means to "do research." Teachers and students alike report that for today's students, "research" means "Googling." As a result, some teachers report that for their students "doing research" has shifted from a relatively slow process of intellectual curiosity and discovery to a fast-paced, short-term exercise aimed at locating just enough information to complete an assignment.

- *Reason for conducting the study.*

Due to these instances, the learners should be taught to write research papers step by step and guided by their teachers. With a guided worksheet, learners would be able to learn the different chapters of a simple research paper. Its aim is to provide learners and teachers a guide to create a simple research paper created by students and would only be assisted by their teachers.

The researcher is also a research subject teacher at Binan Integrated National High School who also trains learners to write their own research paper and encouraged them to join Science Investigative Project Contest in the Division of Binan. At Grade 7 the students enrolled under a special science class in BINHS the students' focus is to create a good research paper. The researcher was inspired to create a worksheet for grade 7 to guide the learners during their early year in Junior High School, so by the time they reached Grade 9 to 10 they were prepared and ready to create a good research paper.

- *How the results could be used in action planning*

The academic performance of the students before and after the use of the worksheet would be analyzed, and the result of the action research would then be used as basis for other programs which tends to enhance the capabilities of the learners to write a research paper. The success of the action research would lead to the development of a written worksheet for other grade levels who were enrolled under a special science section.

V. INNOVATION, INTERVENTION, AND STRATEGY

Innovation:

The highlight of the action research proposal was to create a research worksheet for grade 7 learners of Binan Integrated National High School. The worksheet was written as a learner's guide for students to create a good research paper in the latter period. The teacher-made worksheet that was lent to the learners and the research subject teacher aimed to prepare the learners to write their own research paper when they reached grade 9 and grade 10.

- *procedure/ system*

The researcher sought the help of the grade 7 research teacher together with the learners' parents to ask their permission to use the Grade 7 learners as the respondents of the study. The different tools such as the pre-test and post-test would be used to determine the level of knowledge of the students and the survey questionnaire would then be used to measure their level of preparedness in writing a research project. The result would lead to the development of programs in the future which tends to enhance the learners' capabilities in writing research.

- *Solution*

The development of a research worksheet for the grade 7 students would be a convenience for them to enhance their interest and skill in writing a good research project. Also, the research would become a basis for further projects or programs that would enhance the Science class's research subject.

- *phenomenon*

A science investigatory project (SIP) refers to a science-based research project or study that is performed by school children. An SIP is usually a science experiment performed in a classroom setting with the class separated into small groups but can also form part of a scientific exhibition or fair project.

The main aim of a science investigatory project is for it to provide school aged children with an engaging way to learn more about science and the concept of performing scientific research. The approaches used are often broadly aligned with those used by PhD students carrying out a research project. The hope here is that it sparks an interest in the children about scientific concepts or STEM subjects in general and that this interest is carried forward to the university level.

Research is how the academic community communicates with the world. Taking multiple forms, research includes scholarly and creative activities that can lead to new knowledge, improve our ability to solve problems, result in new theory, and/ or in the creation of new art or an artistic performance. Research is a process of careful inquiry leading to the discovery of new information. The literature demonstrates that students who participate in undergraduate research benefit in the following ways: greater problem-solving skills, better understanding of research methods, deeper understanding of the discipline, greater confidence and independence, better understanding of career and education path. In addition, the literature also indicates that student who participate in research and scholarship: are more satisfied with their college experience, are retained and persist at a higher rate, both at university and within their major, are more likely to be accepted to graduate and professional school and graduate, are more competitive when searching for jobs.

- *combination of any of these that were used to solve the research problem.*

The action research proposal is quantitative research where the respondents' level of preparedness in doing research and their knowledge before and after the introduction of the worksheet would be gathered, analyzed, and interpreted by the researcher.

VI. ACTION RESEARCH QUESTIONS

The action research proposal sought to answer the following problems:

1. What is the level of preparedness of the Grade 7 students in writing Science Investigatory / Research Projects?

2. What is the level of knowledge of the Grade 7 students in writing Science Investigatory / Research Projects?

VII. ACTION RESEARCH METHODS

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

Who will participate in the research?

The participants in the research are the Grade 7 learners of Binan Integrated National High School who were enrolled in the special Science Section in the school year 2022-2023.

Number of people

The 30 students enrolled under Grade 7 section Copernicus this school year 2022-2023 would be the participants of the research.

Characteristics of the participants/ sample

The participants are all grade 7 learners enrolled under the science section of Binan Integrated National High School.

Sampling procedure

A purposive sampling procedure would be used in the research, the whole population of the respondents who belonged to the same science section were chosen to be the participants who would use the worksheet and be evaluated through their academic performance, pre and post-test, and a survey questionnaire.

B. Data Gathering Methods

Various instruments

The researcher would create a pre-test and post-test and would gather the academic performance in research of the grade 7 learners. With the use of a survey questionnaire, the level of preparedness of the grade 7 learners of the special science class would also be gathered, analyzed, and interpreted by the researcher.

Procedures for data collection

The researcher would ask the approval of the School Head and Head Teachers of Grade 7 and the Science Department. The different tools to be used in the research would be first evaluated by the Science Department's Master Teacher and be presented to the grade 7 research teacher to lend the teacher-made worksheet to the grade 7 learners under section Copernicus. The data would be collected after a consent form was given to the parents or guardian of the learners. A pre-test and post-test would also be given to the students before and after the worksheet have been introduced to them. Lastly, a survey questionnaire would be given at the end of the school year to measure the level preparedness in writing a good research project.

VIII. DISCUSSION OF RESULTS AND REFLECTION

A. Results

The results show that in the thorough exam, students manifest no idea in crafting research study. Furthermore, after the research readiness worksheets was introduced to a selected group of students, they were able to improve their knowledge on research.

B. Summary

- In the study the researcher offered several suggestions for readiness of conducting research writing. The major points to remember including the following;
- Conducting research writing is challenging because the researcher not only conducts research but simultaneously enacts change in implementing an intervention.
- Initially, a modest research study is preferable to a more ambitious undertaking.
- It is important to identify and engage classmates and schools where work with you throughout the action research process.

C. Conclusions

Based on the study's results and findings, the following conclusion were drawn. The student/respondents perceived on the pre-test, pos- test and survey conducted by the researcher. Students are ready to undertake a research writing and project. Teachers are also ready to integrate the research writing to the curriculum. However, students research readiness positively correlated with the issues they faced in undertaking in research writing and project.

D. Recommendations

In view of the findings of the study, following salient points are recommended (1) Students must undergo enhancement training and seminar-workshops that would further enrich their research efficacy. Also, to prepare the students for the senior high school and college education. Furthermore, in the public schools are recommended to allocate funds for buying printers, provided internet connection e-journal, grammar and plagiarism software, and other research equipment and facilities so that students will no longer go to other computer shops, and public libraries whenever they look for references.

Moreover, the Research Coordinator of the Division shall recommend to the Schools Superintendent that teachers handling subjects may undergo intensive training on qualitative and quantitative and mixed-method research under the trained research practitioners. It can be done by collaborating and tapping by the neighboring and reputable universities and colleges to offer free research study and training as part of their extension services for the learners and schools.

E. Reflection

Research writing is a process of identifying questioning, and critically evaluating course-based-learning opportunities, integrated to our respective own observations, experiences, impressions, beliefs, assumptions or, and biases which describes how the process stimulated to a new and creative understanding about the content of research.

F. Impact of the Study

Research is an indispensable part of learning of the learners. Through research, an individual learns to discover and process a new information. The ability to conduct research writing is one of the primary attributes of the 21st century learners. The learners are gaining mastery in this field and develop critical thinking skills, ultimately enabling them to become productive human capital in the future.

IX. DISSEMINATION AND ADVOCACY PLAN

ACTIVITY	OBJECTIVES	TIME FRAME	RESOURCES NEEDED	PERSONS INVOLVED	SUCCESS INDICATOR
1. Preparation of research tools (questionnaire pre-test and post-test and worksheet)	To be able to craft a survey questionnaire pre-test and post-test and research readiness worksheet.	2 months	Bond paper, ink, laptop, hard copy of worksheet and survey questionnaire	Researcher	Crafted survey questionnaire, pre-test and post-test, and worksheet.
2. Testing of validity and reliability of the research worksheet, and pre-test and post-test	To test and validate the research readiness worksheet, and pre-test and post-test.		Bond paper, ink, laptop, hard copy of research readiness worksheet, and pre-test and post-test	Researcher and Evaluators	Validated survey questionnaire, pre-test and post-test, and worksheet.
3. Testing of validity and reliability of the questionnaire	To test and validate the research survey questionnaire.		Bond paper, ink, laptop, Hard copy of survey questionnaire	Researcher and Evaluators	
4. Dissemination of information and Parent Consent form	To disseminate information and ask parent's consent before conducting the research.		Hard copy of parent consent form	Researcher, Grade 7 Research teacher, Parents, and grade 7 students	Signed parent consent form

5. Implementation of the research	To conduct the research readiness worksheet to grade 7 learners.	3 months	Bond paper, ink, laptop, hard copy of research readiness worksheet, and pre-test and post-test, and survey questionnaire	Researcher, Grade 7 Research teacher, and grade 7 students	Answered survey questionnaire, pre-test and post-test, and worksheet.
6. Data gathering and analyzing	Gather data from the grade 7 learners.	1 month	Student's outputs	Researcher	Result of survey questionnaire, pre-test and post-test, and worksheet.
7. SLAC Session	To conduct a SLAC Session for EnSciMa teachers.		Bond paper, ink, laptop, hard copy of action plan template	Researcher, JHS' EnSciMa teachers, Master Teachers, Science Head Teacher	Conducted SLAC Session.
8. Collaborative Action Plan	To craft a collaborative action plan for students.		Hard copy of action plan		Crafted JHS collaborative action plan.

X. REFERENCES

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Why Should Students Do Research? – Office of Undergraduate Research and Scholarship – Grand Valley State University. (n.d). Www.gvsu.edu.https://www.gvsu.edu/ours/why-should-students-do-research-837.htm

Purcell,K.,Rainie,L.,Buchanan,J.,Friedrich,L.,Jacklin,A.,Chen,C.,& Zickuhr,K.(2012,November).How Teens Do Research in the Digital World. Pew Research Center: Internet, Science & Tech. **http://www.pewresearch.org/internet/2012/11/01/how-teens-do-research-in-the-digital-world/**

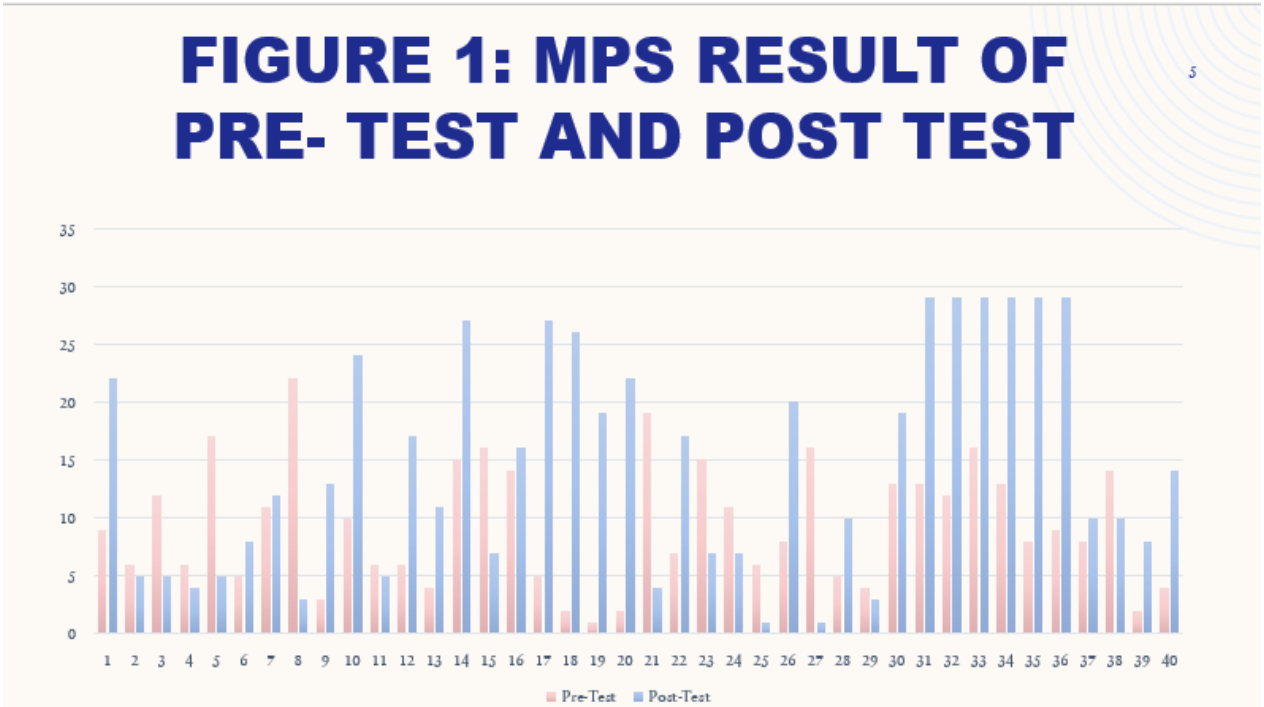
XI. FINANCIAL REPORT

ACTIVITY	ELIGIBLE EXPENDITURES	QUANTITY	COST
1. Food for research tool evaluators	**Food**	**3 evaluators *P100.00**	₱ 300.00
2. Printed copies of research tools for students and teachers	**Materials**	**4 reams *P200.00**	₱ 800.00
3. Food for participants (students)	**Food**	**30 student participants* P33.00**	₱ 1000.00

4. Food for LAC participants	**Food**	**24 teacher particpants* P62.50**	₱ 1500.00
5. Research output	**Reproduction, printing and binding costs**	**3 copies * P133.00**	₱ 400.00
		TOTAL	₱ 4000.00

XII. APPENDICES

- *Comparative Result*



- *Figure 1 discussed the comparison of the MPS result of the Pre-test and Post-Test of the students. As seen on the graph the number of students who got the correct answers on each item changed. Most of the students got correct answers and gained higher scores on the research readiness' posttest.*

- *Therefore, it could be determined that after the introduction of a treatment to the selected group of students their knowledge on research writing increased. This means that when the students do understand the relationship between English, Science and Mathematics, they would be able to boost their interest in writing research and will be able to craft a topic that would benefit the school and the community.*

A. Pre-test Highest to Lowest Score

SCORE	FREQUENCY	PERCENTAGE
20	2	6.67
19	4	13.33
18	2	6.67
17	1	3.33
16	2	6.67
14	2	6.67
13	2	6.67
11	2	6.67
10	5	16.67
8	3	10.00
7	2	6.67
5	1	3.33
3	1	3.33
2	1	3.33
	30	100

Table 1 discussed the distribution of scores of the Pre-test, it could be seen on the table that the highest score was 20 points and the lowest was 2 points. But the majority of the students got 5 points on the pre-test.

Therefore, it could be gleaned from the table that most of the students were not knowledgeable enough on the different types, parts of research, and research ethics.

B. Post-test Highest to Lowest Score

SCORE	*FREQUENCY*	*PERCENTAGE*
26	*1*	*3.33*
24	*1*	*3.33*
23	*2*	*6.67*
22	*4*	*13.33*
21	*3*	*10.00*
20	*6*	*20.00*
19	*1*	*3.33*
18	*5*	*16.67*
17	*2*	*6.67*
16	*2*	*6.67*
14	*2*	*6.67*
13	*1*	*3.33*
	30	*100*

Table 2 discussed the distribution of scores of the Post-test, it could be seen on the table that the highest score was 26 points, and the lowest score was 13 points. But many of the students got a score of 20 points on the pre-test.

Therefore, it could be concluded that after the Research Readiness Worksheet was introduced to the selected group of students, they were able to improve their knowledge of research. But still wasn't enough to equip the students in writing a research paper.

TABLE 3.1: SURVEY ON THE STUDENT'S PREPAREDNESS IN WRITING RESEARCH *(COGNITIVE LEVEL)*

9

Survey Questions (level of preparedness in writing a research)	Completely prepared	prepared	somewhat prepared	completely unprepared
	4	3	2	1
A. Cognitive Level				
How well do you know the/ that...				
1. importance of research in our daily life?	0	5	2	23
2 different types of research?	1	6	17	6
3. different parts of research?	0	7	18	5
4. guidelines in writing a research paper?	3	7	14	6
5. a research paper should have a SMART objective/s?	3	9	12	6
6. research should have a conceptual framework?	5	8	14	3
7. all research papershould have review of related literature to strengthen or support your research paper?	5	5	17	3

Table 3.1. showed the result of the survey of the research readiness of the students on a cognitive level. For question 1, none of the students were aware and prepared for the importance of research in our daily life, for questions 2, 3, 4, 5, 6 and 7 majority of the students answered that they are somewhat prepared in the different types of research, its parts, research ethics, objectives, and the sources for the review of related literature.

It is then concluded that in terms preparation of the cognitive level of the students, they are not yet equipped to craft their own research paper.

TABLE 3.2: SURVEY ON THE STUDENT'S PREPAREDNESS IN WRITING RESEARCH (AFFECTIVE LEVEL)

11

Survey Questions (level of preparedness in writing a research)	Completely prepared	prepared	somewhat prepared	completely unprepared
	4	3	2	1
B. Affective Level				
How emotionally prepared are you to...				
1. tiredness in writing a research paper?	0	6	14	10
2. accept if your research title gets rejected?	6	6	11	7
3. accept if your research hypothesis failed?	4	6	12	8
4. accept if your research outcomes did not meet your expectations?	3	6	12	9
5. accept the pressure in writing a research paper?	4	8	10	8
6. physical pressure while writing a research paper?	2	6	13	9
7. consider the different research ethics in writing a research paper?	5	4	15	6

Table 3.2. showed the result of the survey of the research readiness of the students on their affective level. In terms of being emotionally prepared in writing a research paper, most of the students answered that they were emotionally somewhat prepared, and some answered completely unprepared.

The results only meant that the students were not emotionally ready to craft their own research paper.

TABLE 3.3: SURVEY ON THE STUDENT'S PREPAREDNESS IN WRITING RESEARCH (PSYCHOMOTOR LEVEL)

13

Survey Questions (level of preparedness in writing a research)	Completely prepared	prepared	somewhat prepared	completely unprepared
	4	3	2	1
C. Psychomotor Level:				
How physically prepared are you to endure...				
1. write a research paper?	3	5	15	7
2. write a research paper alone?	1	3	7	19
3. work within a group in writing a research paper?	4	15	7	4

Table 3.3. presented the result of the survey on the student's psychomotor level. Based on the table of the results of the survey, the majority of the students answered that they are not prepared to write a research paper, especially doing it alone, but most of them are willing to write a research paper within a group.

Therefore, it could be gleaned that the students were not willing or not physically ready to create their research paper, especially writing it alone.

- *Survey questionnaire*

Research Readiness Worksheet: Learner's Guide to Writing Research
for Grade 7 Learners of Binan Integrated National High School

Name (optional) _____ Age: _____ Sex: _____

Direction: Check the number that corresponds to your answer on the survey questions.

4- Completely prepared 3- Prepared 2- Somewhat prepared 1- Completely unprepared

Survey Questions	4	3	2	1
A. Cognitive Level				
How well do you know the/ that...				
1. importance of research in our daily life?				
2 different types of research?				
3. different parts of research?				
4. guidelines in writing a research paper?				
5. a research paper should have a SMART objective/s?				
B. Affective Level				
How emotionally prepared are you to...				
1. tiredness in writing a research paper?				
2. accept if your research title gets rejected?				
3. accept if your research hypothesis failed?				
4. accept if your research outcomes did not meet your expectations?				
5. accept the pressure in writing a research paper?				
6. physical pressure while writing a research paper?				
7. consider the different research ethics in writing a research paper?				
C. Psychomotor Level:				
How physically prepared are you to endure...				
1. write a research paper?				
2. write a research paper alone?				
3. work within a group in writing a research paper?				

- *A. Pre- Test*

Direction: Write the letter of the best answer in the space provided.

_____1. It is a process of steps to collect and analyze information to increase our understanding of a topic or issue?
A. experiment B. observation C. research D. scientific method

_____2. It is a type of research concerned with clarifying underlying process with the hypothesis usually expressed as a theory?
A. Applied Research B. Basic Research C. Educational Research D. Experimental Research

_____3. A type of research interested in examining the effectiveness of a particular educational practices.
A. Applied Research B. Basic Research C. Educational Research D. Experimental Research

_____4. Which of the following is **NOT** an importance of research?
A. Adds knowledge. C. Improves practice.
B. Informs policy debates. D. Identify problems.

_____5. Which of the following is not a tool/ instrument in research?
A. Observation Sheet B. Survey Questionnaire C. Statistical Analysis D. Tests

_____6. Which is the **CORRECT PAIR**?
A. Qualitative: Phenomena should be studied C. Mixed Method: Combination of Qualitative and Quantitative
B. Quantitative: Emphasis on measurement D. Descriptive: Associational or Intervention

_____7. Which of the following is not an ethical consideration in research?
A. Informed consent C. Privacy, Confidentiality ang Anonymity
B. Integrity of the researcher. D. Deception or misinterpretation may not be avoided.

8-13. Arrange the following steps in the process.
_____ Reporting ang evaluating research.
_____ Review the literature.
_____ Identifying research problem.
_____ Analyzing and interpreting data.
_____ Collecting data.
_____ Specifying a purpose in research.

_____14. Dependent variable is the one that the independent variable is presumed to affect, while Independent variable is _____.
A. Manipulated by the dependent variable. C. doesn't change the dependent variable.
B. doesn't affect the dependent variable. D. a variable that the researcher manipulates.

15. – 16. Identify which is the dependent and independent variable in a research title.
Title of Research: Learning styles and Academic Performance.

Dependent Variable	Independent Variable

_____17. A level of measurement which is sometimes called as Categorical Variable?
A. Nominal B. Ordinal C. Interval D. Ratio

_____18. Which is **NOT** a part of Chapter 1?
A. Statement of the Problem C. Local Literature
B. Objectives of the study D. Conceptual Framework

_____19. A good research problem **MUST** be **S.M.A.R.T.**, what does **S.M.A.R.T.** stands for?
A. Specific, Measurement, Alternative, Reality-Based, Time-Bound
B. Special, Measurable, Attainable, Reality-Based, Time-Bound
C. Special, Measurement, Attainable, Realistic, Time-Bound
D. Specific, Measurable, Attainable, Realistic, Time-Bound

_____20. Theoretical Framework presents the theory from which the research problem was derived, while the Conceptual Framework presents the relationship between _____.
A. specific concepts that may be studied
B. independent and dependent variable
C. effects of experiment and observation
D. examine the effects of research

_____21. Which is **NOT** an example of sources for Review of Literature?
A. Abstract B. Pictures C. Journals D. Indexes

_____22. Which of the following is **NOT** a correct pair.
A. Experimental: Exposed to specific treatment and interval.
B. Comparison Group: Similar attributes and characteristics.
C. Intervention: Independent variable being manipulated.
D. Control Group: Exposed to a particular treatment.

_____23. The most common source of evidence is the individual, who is now commonly called as _____.
A. subject B. respondents C. target D. indicators

_____24. How many estimated participants should be in an experimental study?
A. 15 B. 30 C. 150 D. 350

_____25. Equal groups are identified and selected randomly and participates in each group are selected as sample in a _____.
A. Cluster Sampling B. Simple Sampling C. Stratified Sampling D. Systematic Sampling

_____26. Which of the following is the **CORRECT** arrangement in constructing questionnaire?
A. Pilot Test, Formulate Questions, Define Objectives, Justification
B. Justification, Pilot Test, Define Objectives, Formulate Questions
C. Formulate Questions, Justifications, Pilot Test, Define Objectives
D. Justifications, Define Objectives, Formulate Questions, Pilot Test

_____27. This guides the researcher in constructing a test.
A. Table of Elements B. Table of Validity C. Table of Specifications D. Table of Contents

_____28. This chapter discusses the different methods and procedures used in research.
A. Chapter 1 B. Chapter 2 C. Chapter 3 D. Chapter 4

_____29. This discusses the procedures as to how you will score, record or encode and analyze your data to answer the research problem.
A. Research Design B. Research Instrument C. Research Procedure D. Research Treatment

_____30. It is used to show the average score of the respondents in particular trait that we have measured using the research instrument?
A. Mean B. Median C. Mode D. Standard Deviation

_____31. Results of a research answers the question _____.
A. What does it mean? B. What did I observe? C. What did I understood? D. What is given emphasis?

_____32. When do researchers use Bar Graphs to present the result of a research?
A. If the respondents are too many.
B. If the research is descriptive.
C. If the independent variables are categorical.
D. If the results are valid.

33.-38. Compute for the percentage of the age profile of the respondents.

AGE	FREQUENCY	PERCENT
13	32	
14	30	
15	19	
16	15	
17	9	
18	7	
TOTAL	110	

39.-40. What could be gleaned from the table of the age profile of the respondents?

_____
PARENT'S NAME AND SIGNATURE

PREPARED BY: _____
TEACHER III

B. *Post Test*

_____1. When do researchers use Bar graphs to present the result of a research?
A. If the respondents are too many.
B. If the research is descriptive.
C. If the independent variables are categorical.
D. If the results are valid.

_____2. Results of a research answers the question _____.
A. What does it mean? B. What did I observe? C. What did I understood? D. What is given emphasis?

_____ 3. It is used to show the average score of the respondents in particular trait that we have measured using the research instrument?
A. Mean B. Median C. Mode D. Standard Deviation

_____ 4. This discusses the procedures as to how you will score, record or encode and analyze your data to answer the research problem.
A. Research Design B. Research Instrument C. Research Procedure D. Research Treatment

_____ 5. This chapter discusses the different methods and procedures used in research.
A. Chapter 1 B. Chapter 2 C. Chapter 3 D. Chapter 4

_____ 6. This guides the researcher in constructing a test.
A. Table of Elements B. Table of Validity C. Table of Specifications D. Table of Contents

_____ 7. Which of the following is the **CORRECT** arrangement in constructing questionnaire?
A. Pilot Test, Formulate Questions, Define Objectives, Justification
B. Justification, Pilot Test, Define Objectives, Formulate Questions
C. Formulate Questions, Justifications, Pilot Test, Define Objectives
D. Justifications, Define Objectives, Formulate Questions, Pilot Test

_____ 8. Equal groups are identified and selected randomly and participates in each group are selected as sample in a _____.
A. Cluster Sampling B. Simple Sampling C. Stratified Sampling D. Systematic Sampling

_____ 9. How many estimated participants should be in an experimental study?
A. 15 B. 30 C. 150 D. 350

_____ 10. The most common source of evidence is the individual, who is now commonly called as _____.
A. subject B. respondents C. target D. indicators

_____ 11. Which of the following is **NOT** a correct pair.
A. Experimental: Exposed to specific treatment and interval.
B. Comparison Group: Similar attributes and characteristics.
C. Intervention: Independent variable being manipulated.
D. Control Group: Exposed to a particular treatment.

_____ 12. Which is **NOT** an example of sources for Review of Literature?
A. Abstract B. Pictures C. Journals D. Indexes

_____ 13. Theoretical Framework presents the theory from which the research problem was derived, while the Conceptual Framework presents the relationship between _____.
A. specific concepts that may be studied
B. independent and dependent variable
C. effects of experiment and observation
D. examine the effects of research

_____ 14. A good research problem **MUST** be **S.M.A.R.T.**, what does **S.M.A.R.T.** stands for?
A. Specific, Measurement, Alternative, Reality-Based, Time-Bound
B. Special, Measurable, Attainable, Reality-Based, Time-Bound
C. Special, Measurement, Attainable, Realistic, Time-Bound
D. Specific, Measurable, Attainable, Realistic, Time-Bound

_____ 15. Which is **NOT** a part of Chapter 1?

A. Statement of the Problem
B. Objectives of the study
C. Local Literature
D. Conceptual Framework

_____ 16. A level of measurement which is sometimes called as Categorical Variable?

A. Nominal B. Ordinal C. Interval D. Ratio

17. – 18. Identify which is the dependent and independent variable in a research title.

Title of Research: Student's Academic Performance in Science and their Study Habits.

Dependent Variable	Independent Variable

_____ 19. Dependent variable is the one that the independent variable is presumed to affect, while Independent variable is _____.

A. Manipulated by the dependent variable.
B. doesn't affect the dependent variable.
C. doesn't change the dependent variable.
D. a variable that the researcher manipulates.

20. – 25. Arrange the following steps in the process.

_____ Reporting ang evaluating research.
_____ Review the literature.
_____ Identifying research problem.
_____ Analyzing and interpreting data.
_____ Collecting data.
_____ Specifying a purpose in research.

_____ 26. Which of the following is not an ethical consideration in research?

A. Informed consent
B. Integrity of the researcher.
C. Privacy, Confidentiality ang Anonymity
D. Deception or misinterpretation may not be avoided.

_____ 27. Which is the **CORRECT PAIR**?

A. Qualitative: Phenomena should be studied
B. Quantitative: Emphasis on measurement
C. Mixed Method: Combination of Qualitative and Quantitative
D. Descriptive: Associational or Intervention

_____ 28. Which of the following is not a tool/ instrument in research?

A. Observation Sheet B. Survey Questionnaire C. Statistical Analysis D. Tests

_____ 29. Which of the following is **NOT** an importance of research?

A. Adds knowledge.
B. Informs policy debates.
C. Improves practice.
D. Identify problems.

_____ 30. A type of research interested in examining the effectiveness of a particular educational practices.

A. Applied Research B. Basic Research C. Educational Research D. Experimental Research

31. -36. Compute for the percentage of the age profile of the respondents.

AGE	FREQUENCY	PERCENT
13	20	
14	23	
15	17	
16	15	
17	14	
18	11	
TOTAL	100	

37.- 38. What could be gleaned from the table of the age profile of the respondents?

_____

_____

_____ 39. It is a process of steps to collect and analyze information to increase our understanding of a topic or issue?

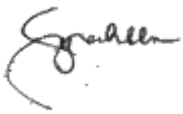
A. experiment B. observation C. research D. scientific method

_____ 40. It is a type of research concerned with clarifying underlying process with the hypothesis usually expressed as a theory?

A. Applied Research B. Basic Research C. Educational Research D. Experimental Research

XIII. SIGNATORIES

Submitted by:

Signature	
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