

# The Research Teaching Of Inquiries, Investigations And Immersions: Basis For A Unified Research Paper Format

**AN ACTION RESEARCH PAPER PRESENTED TO THE  
SCHOOLS DIVISION OFFICE-  
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by

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## **ABSTRACT**

The study was conducted to determine the efficiency of technical writing rules and guidelines set forth by the curriculum in providing student researchers with adequate assessment, correction, and revision that helps in writing a better output. It

aims to propose a unified research format where the department and the division can adapt.

Survey research was used as the fundamental model of research. Quantitative method was then used to treat data that utilized estimates of the parameter through statistics. Among the one hundred (100) respondents, thirty-six (36) are male students, and six (6) male teachers, a total of forty-two (42) male respondents and forty-four (44) female students, and fourteen (14) female teachers, a total of fifty-eight (58) female respondents. The study showed that the teacher enables students to identify research pitfalls on his own through guided evaluation, however it shows that the adviser's ability to showcase pros and cons whenever a researcher decides on matters pertinent to research accomplishment is lack lustered. Following this, the evaluation of both the student and teacher respondents showed that revisions made in the research related literatures and studies showed the most favorable results, while the revisions made for research methods showed the least favorable results.

The research has determined that outlines are a general necessity that aids the researcher in gathering thoughts and including pertinent details to the paper. Along with this is the capabilities of teachers to be well-versed in all aspects of technical research.

## **INTRODUCTION**

One of the subject course the Senior High School level of the K to 12 Basic Education Curriculum is Inquiries, Investigations and Immersions. This subject course is offered in Grade 12 students across all tracks and strands.

According to Chua (2017), he stated that through building up on the competencies gained by senior high school students in two practical research courses, this course should aim to further strengthen the critical thinking and problem-solving

skills of Grade 12 students through the conduct researches (qualitative, quantitative or mixed methods) relative to their interests, experiences in immersion, and senior high school academic track and strand.

As further analyzed, the senior high school students at the end of the school year, shall publish a research paper regarding their field of interest. Most common to all levels of the academe, such requirement deals with proper guidance in technical writing and should follow a format which will serve as guide and standard in doing the paper.

By an accepted theory and principle, research paper format is the organizational plan for any research paper. A research paper will comprise of an introduction, thesis statement, body and conclusion. Although the components are known clearly, often it is found, moving from one supporting paragraph to another can be a problematic task. A research paper outline not only helps researchers to state clearly whatever you plan to say, but also tells them how to interconnect the various segments of their research paper.

With this foregoing matter, the researcher would like to evaluate the research teaching of the subject and through the outcomes of this evaluation, the researcher will propose a unified research format where the department and the division can adapt.

## **RESEARCH QUESTIONS**

Specifically, this study will answer the following questions:

1. How can the research teaching of research under Inquiries, Investigations and Immersion be evaluated in terms of:
  - a. Teacher's advising skills;
  - b. Teacher's mastery of content; and

- c. Teacher's research skills?
2. Is there a significant difference on the evaluations made by the two (2) groups of respondents as to the aforementioned variables?

## **METHODOLOGY**

Quantitative method will be used. It uses statistical treatment of data to inferentially obtain estimates of the parameter using the statistic. Through quantitative means, the researcher can be definite on the degree or extent of neediness of such research paper format.

The researcher will use survey research as a fundamental model of research. Through survey, the researcher can be able to obtain data required for the proposed unified format.

Questionnaires will be used to gather and obtain data from selected respondents. The entire Grade 12 population of SHS Department of MNHS will be used as the participants or respondents of the study.

The following are the plans of action in doing this paper:

1. Prepare questionnaire relative to gathering of necessary data.
2. Obtain literatures and studies tangent to the topic of interest.
3. Consult experts on the appropriate research paper format which can be used in Inquiries, Investigations and Immersions.
4. Administer the questionnaire among Grade 12 respondents.
5. Collect, tally the data given by the respondents.
6. Apply necessary statistical tools.
7. Collate the results of the survey and consider the experts' suggestions on research paper format.
8. Draft the research paper format.

9. Have it validated by experts and tested through parallel tests method.
10. Let the teachers, students and school administrators assess the proposed research format.
11. Collate the responses and perform necessary statistical analysis.
12. Report the results of the study with attachment of the output.

## RESULTS AND DISCUSSIONS

This part of research shows the analysis and interpretation of data gathered through the use of survey questionnaire and unstructured interview according to the order sequence of the basic questionnaire includes parents and teacher profile on the problems encountered by the learners.

**Table 1. Distribution of the Respondents According to Sex**

SEX	Student		Teacher		Average	
	n	%	n	%	n	%
Male	36	36	6	6	42	42%
Female	44	44	14	14	58	58%
<b>TOTAL</b>	<b>80</b>	<b>80</b>	<b>20</b>	<b>20</b>	<b>100</b>	<b>100%</b>

Table 1 shows the distribution of the respondents according to gender. It shows that out of one hundred (100) respondent, thirty six (36) are male students and six (6) male teachers and total of forty two (42) male respondents and forty four (44) female students and fourteen (14) female teachers and total of fifty eight (58) female respondents.

**Table 2. The Evaluation of the Teaching of Research in terms of Teacher's Advising Skills**

Teacher's Advising Skills	Parent		Teacher		Average		Rank
	Wx	Descriptive Rating	Wx	Descriptive Rating	Wx	Descriptive Rating	
The teacher provides opportunity to correct and revise misguided parts of the research paper.	3.5	Strongly Agree	3.3	Strongly Agree	3.4	Strongly Agree	3
The teacher enables students to identify research	3.63	Strongly Agree	3.6	Strongly Agree	3.61	Strongly Agree	1

pitfalls on his own through guided research evaluation. The teacher clearly expresses his notes and improvements for the betterment of your research paper through appropriate research correction media like copyreading techniques, grammar focus technique and the likes.	2.5	Agree	3.4	Strongly Agree	2.95	Agree	7
The teacher is able to give opportunity for researchers to think of a specific, measureable, attainable and timely research topic and helps the researcher to develop it into a sound research title.	3.88	Strongly Agree	3.15	Agree	3.51	Strongly Agree	2
The teacher presents ways and strategies that researchers could use to simplify and accomplish the given research method.	3.75	Strongly Agree	3	Agree	3.38	Strongly Agree	4
The teacher presents pros and cons whenever a researcher decides on matters pertinent to research accomplishment.	2.88	Agree	3.15	Agree	3.01	Agree	6
<b>AVERAGE</b>	<b>3.25</b>	<b>Strongly Agree</b>	<b>3.31</b>	<b>Strongly Agree</b>	<b>3.28</b>	<b>Strongly Agree</b>	

In Table 2 presents the evaluation of student and teacher respondents on Teacher’s Advising Skills. As shown, “The teacher enables students to identify research pitfalls on his own through guided research evaluation” ranked 1 while, “The teacher presents pros and cons whenever a researcher decides on matters pertinent to research accomplishment.” ranked the least.

**Table 3. The Evaluation of the Teaching of Research in terms of Teacher’s Mastery of Content**

Teacher’s Mastery of Content	Parent		Teacher			Average Descriptive Rating	Rank
	Wx	Descriptive Rating	Wx	Descriptive Rating	Wx		

The teacher is well-versed in assessing, correcting and revising the research problem and its background.	3.53	Strongly Agree	3.33	Strongly Agree	3.4	Strongly Agree	3
The teacher is well-versed in assessing, correcting and revising the research related literatures and studies.	3.62	Strongly Agree	3.65	Strongly Agree	3.63	Strongly Agree	1
The teacher is well-versed in assessing, correcting and revising the research methods.	2.51	Agree	3.42	Strongly Agree	3.02	Agree	6
The teacher is well-versed in assessing, correcting and revising the research results and discussions.	3.89	Strongly Agree	3.16	Agree	3.44	Strongly Agree	2
The teacher is well-versed in assessing, correcting and revising the research findings, conclusions and recommendations.	3.74	Strongly Agree	3.07	Agree	3.39	Strongly Agree	4
The teacher is well-versed in assessing, correcting and revising the research ancillary parts such as abstract, bibliography and the likes.	2.89	Agree	3.14	Agree	3.03	Agree	5
<b>AVERAGE</b>	<b>3.25</b>	<b>Strongly Agree</b>	<b>3.31</b>	<b>Strongly Agree</b>	<b>3.28</b>	<b>Strongly Agree</b>	

In Table 3 presents the evaluation of student and teacher respondents on Teacher’s Mastery of Content. As shown, “The teacher is well-versed in assessing, correcting and revising the research related literatures and studies.” ranked 1 while, “The teacher is well-versed in assessing, correcting and revising the research methods” ranked the least.

**Table 4. The Evaluation of the Teaching of Research in terms of Teacher’s Research Skills**

Teacher’s Research Skills	Parent		Teacher		Average		Rank
	Wx	Descriptive Rating	Wx	Descriptive Rating	Wx	Descriptive Rating	
The teacher shows clarity on teaching research fundamentals.	3.44	Strongly Agree	3.48	Strongly Agree	3.46	Strongly Agree	4
The teacher demonstrates objectivity in teaching research.	3.81	Strongly Agree	3.83	Strongly Agree	3.82	Strongly Agree	1
The teacher is analytic in assessing outcomes of the study	3.01	Agree	3.41	Strongly Agree	3.21	Strongly Agree	5

The teacher demonstrates familiarity with empirical data.	3.77	Strongly Agree	3.79	Strongly Agree	3.78	Strongly Agree	2
The teacher is highly scientific in teaching research.	3.61	Strongly Agree	3.62	Strongly Agree	3.62	Strongly Agree	3
<b>AVERAGE</b>	<b>3.53</b>	<b>Strongly Agree</b>	<b>3.63</b>	<b>Strongly Agree</b>	<b>3.58</b>	<b>Strongly Agree</b>	

In Table 4 presents the evaluation of student and teacher respondents on Teacher’s Research Skills. As shown, “The teacher demonstrates objectivity in teaching research.” ranked 1 while, “The teacher is analytic in assessing outcomes of the study.” ranked the least.

## FINDINGS, CONCLUSION AND RECOMMENDATIONS

This research found out that:

1. In one hundred (100) respondent, thirty six (36) are male students and six (6) male teachers and total of forty two (42) male respondents and forty four (44) female students and fourteen (14) female teachers and total of fifty eight (58) female respondents.

2. In the evaluation of student and teacher respondents on Teacher’s Advising Skills. As shown, “The teacher enables students to identify research pitfalls on his own through guided research evaluation” ranked 1 while, “The teacher presents pros and cons whenever a researcher decides on matters pertinent to research accomplishment.” ranked the least.

3. In the evaluation of student and teacher respondents on Teacher’s Mastery of Content. As shown, “The teacher is well-versed in assessing, correcting and revising the research related literatures and studies.” ranked 1 while, “The teacher is well-versed in assessing, correcting and revising the research methods” ranked the least.



4. In the evaluation of student and teacher respondents on Teacher's Research Skills. As shown, "The teacher demonstrates objectivity in teaching research." ranked 1 while, "The teacher is analytic in assessing outcomes of the study." ranked the least.

Through the findings that this action research determined, the researcher concludes the following:

1. Regardless of the nature of your research, if one is writing a paper, an outline will help you to not only organize a researcher's thoughts, but this serves as the template for the entire paper. It serves as a visual reminder to include all of the pertinent details of your research into your paper.

2. Teachers guiding researchers in doing their papers should also be well versed in all aspects of technicalities of research. It is found out that technicalities of research writing has been a conflict between the researcher and the research adviser.

It is suggested that the following motions be forwarded:

1. Follow the five-chapter format of research writing then convert it to another desired format if one wishes to.

2. Frequently attend seminars and symposium regarding research writing.

3. Expose to both pure and applied research fields.

4. Familiarize with the technicalities of research and the format being prescribed by the school setting.

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