



COMMUNITY EXTENSION SERVICES

Seminar-Workshop on

Basic Research

SPEAKER: DR. JOSEPHINE P. DASIG

March 22, 2024/1:00-4:00pm/NCB Rm. 124

NARRATIVE REPORT

One of the most important projects of the Employees Welfare Association for its members is to improve their research skills or knowledge. Therefore, a seminar on basic research was organized. This was held on March 22, 2024 at 1:00-4:00 pm at the New College Building Rm. 124.

The Seminar-Workshop on Basic Research is a joint effort of the Employees Welfare Association (EWA) and the Research and Development Center (R & DC) under the leadership of Dr. Belinda T. Conde. She was assisted by Dr. Josephine P. Dasig, head of the Community Extension Services, who was also our resource speaker.

The goals of this seminar are: 1) to learn and know the importance of the basic concept of research; 2) to encourage the non-teaching staff to do research; 3) to publish the research results of the non-teaching staff and to meet the requirements of PACUCOA and other accrediting and certifying bodies.

The learning outcomes are 1) to learn and know the importance of the basic concept of research; 2) to train and write a research proposal and come up with a research project; and 3) to produce research output for the non-teaching staff.

Such a project is another milestone for the association. The involvement of members in research is indeed a strong support for the institution.

The seminar was attended by forty-one (41) non-teaching staff from different colleges and departments and one (1) faculty member from the College of Maritime Education of the University of Perpetual Help System DALTA-Las Piñas Campus.



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ATTENDANCE SHEET

RECIPIENTS

No.	Name	College/Dept.
1	Maria Loida S. Benosa	Community Extension Services
2	Kathrine Anne S. Yu	College of Criminology
3	Rowena I. Doria	College of PT/OT/RT
4	Ramina P. Adviento	College of Education
5	Conrado A. Austero	College of Computer Studies
6	Engr. Aileen C. Galvez	Engineering and Facilities
7	Capt. Russell M. Fernandez	College of Maritime Education
8	Engr. Michael M. Burgos	
9	Myracar M. Anzaldo	
10	Melinda Cetra	DEAC
11	Lailanie A. Late	Grade School Dept.
12	Shirley Taytayon	College of Arts and Sciences
13	Flinky Jeramie Mae T. Briones	College of Medicine
14	Jacquiline R. Delos Santos	
15	Arnel A. Bragado	
16	Jasmine L. Vita	CBAA
17	Maridette S. Chan	College of Pharmacy
18	Maal Cassio Pheia F. Suarez	College of PT/OT
19	Nikki T. Martin	Human Resource Department
20	Jhon-Val P. Maaño	Learning Resource Center
21	Origen S. Castro	
22	Joyce B. Sucaldito	Office of the Planning, Linkages, ETEEAP, and CPD
23	Edjoyce Pearl B. Suliguin	Office of the School Director
24	Ma. Theresa O. Cantre	School of Aviation
25	Wche Cen Jewel R. Regmalos	
26	Jerome M. Pasion	
27	Mary Ann M. Cofreros	University Clinic
28	Daisy Mae E. Seledio	College of Engineering
29	Ramilo A. Oraa	
30	Ma. Consuelo B. Rivera	ALTAComm
31	Florecel Esguerra	College of Dentistry
32	Danilo Dela Cruz, Jr.	College of Medical Technology
33	Ferlyn L. Cuyong	
34	Maria Regina A. Emperador	
35	Judette P. Norte	Admission Center
36	Carrene C. Bantucan	Alumni Affairs



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No.	Name	College/Dept.
37	Neil Cristobal Abracosa	BED-Junior High School
38	Anita C. Cania	BED-Senior High School
39	Joseph V. Sabusap	Central ITS
40	Ricyl B. Frago	
41	Shirley A. Taytayon	College of Arts and Sciences
42	Maria Jonathan C. Zamuco	College of Criminology
43	Ma. Lorraine S. Aficionado	College of Nursing

ATTENDANCE SHEET WORKING COMMITTEE

No.	Name	College/Dept.
1	Maria Loida S. Benosa	Community Extension Services And President, EWA
2	Cristina Abaya	Research and Development Center
3	Jahziel E. Valencia	Human Resource Department
4	Marie Jayroselle L. Balasbas	
5	Janella Therese U. Orcine	CES Coordinating Council
6	Jezzel Jomiller	Student-Volunteer from BS Psychology



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The opening prayer was led by our emcee, Ms. Ma Consuelo B. Rivera, Admin. Asst. of the ALTAComm, followed by the national anthem.



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Dr. Belinda T. Conde, Director of the Research and Development Centre, gave an opening address and some inspiring words.

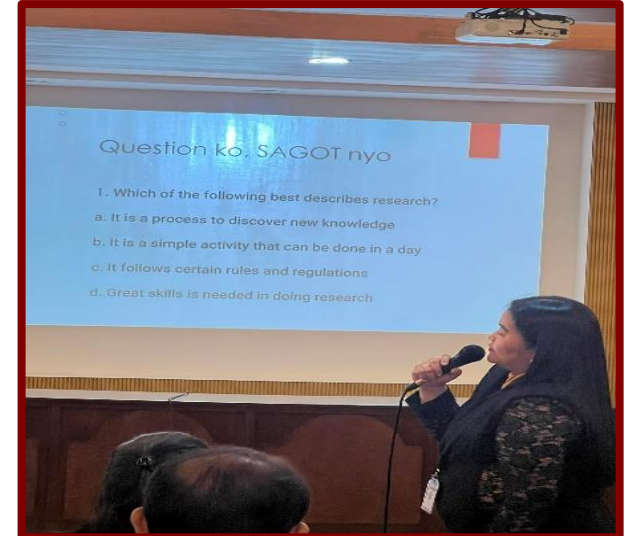


Ms. Rivera introduced Dr. Josephine P. Dasig as the resource speaker.



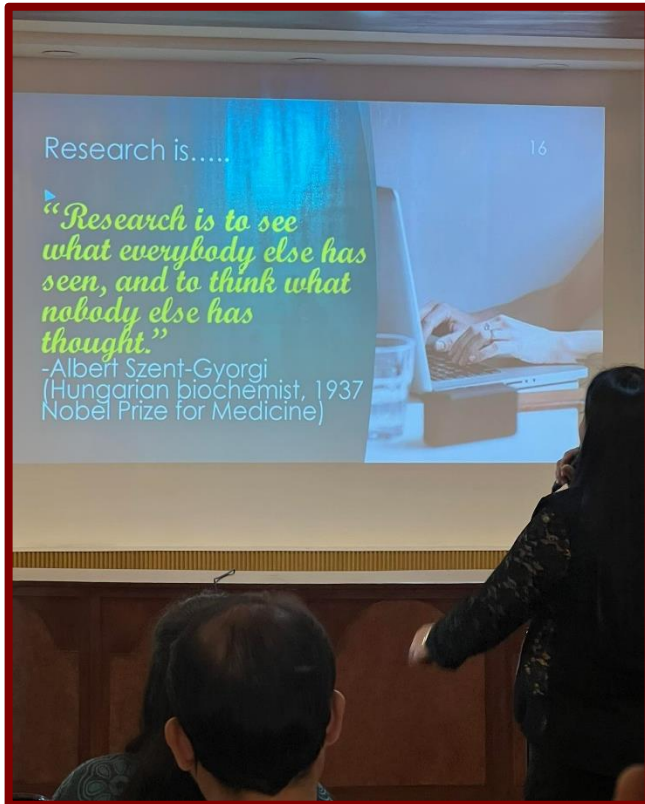
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1st Icebreaker Activities





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Dr. Josephine P. Dasig discussed the importance of research and the difference between quantitative and qualitative. The non-teaching staff listened attentively to the speaker.



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Basic Research

In education, basic research is used to develop pedagogical theories that explain teaching and learning behaviors in the classroom.

Examples:

1. How does the Language Acquisition Device work on children?
2. How does the human retentive memory work?
3. How do teaching methods affect student's concentration in class?



Applied Research

is a methodology used to solve a specific, practical issue affecting an individual or group. This scientific method of study and research is used in business, medicine, and education in order to find solutions that may improve health, solve scientific problems or develop new technology.



Action Research

refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently.

Example:

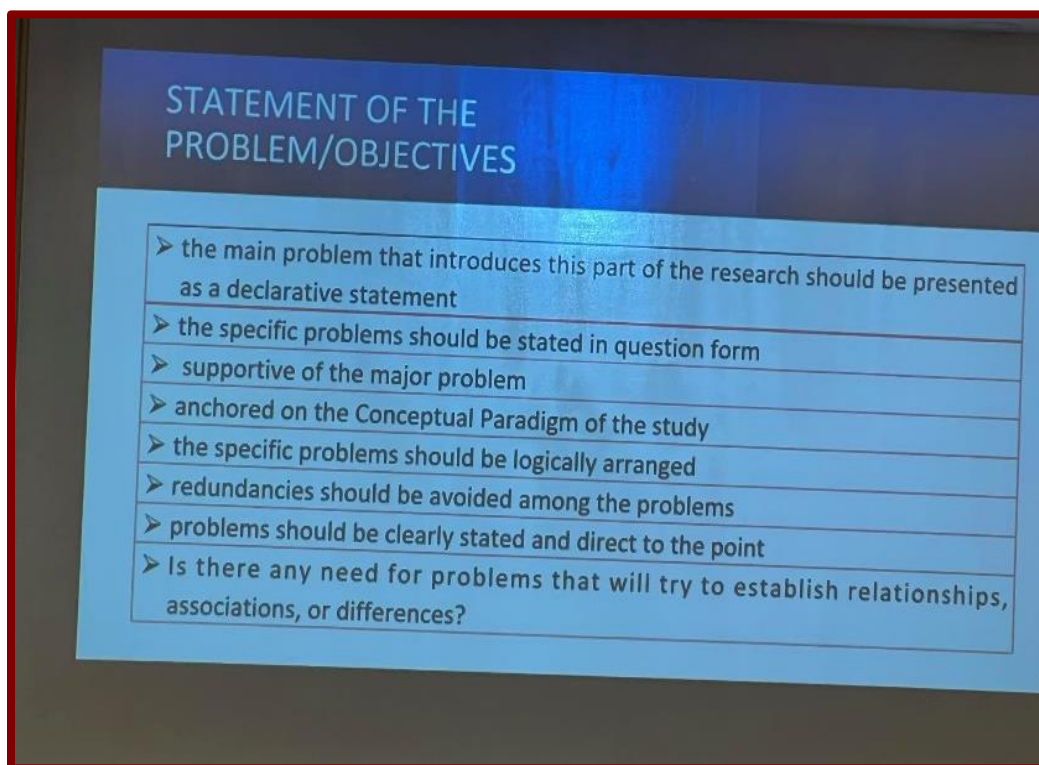
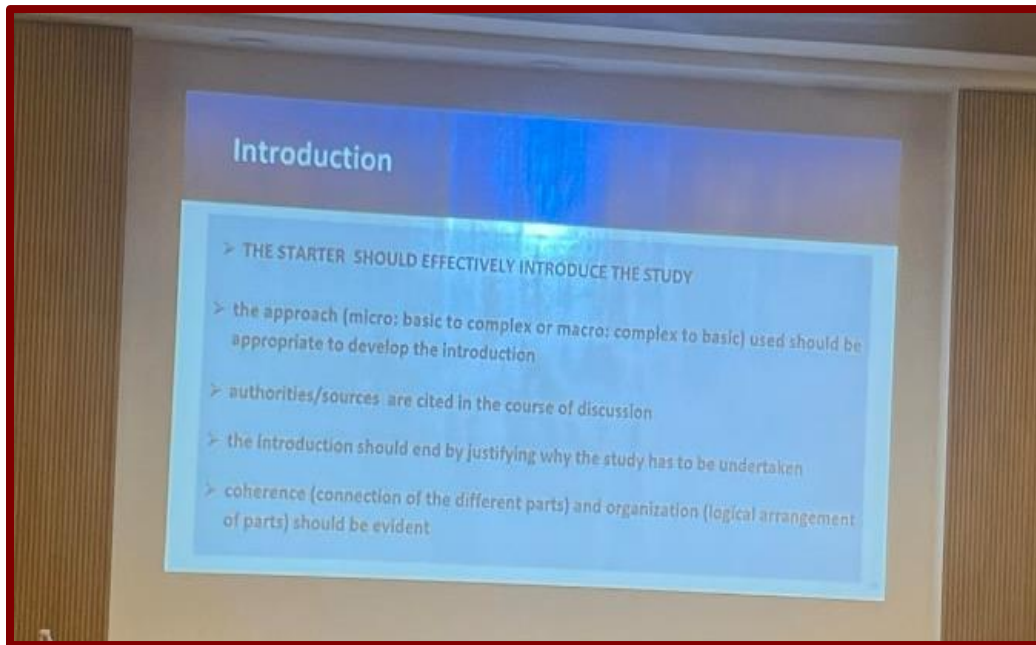
- Flexible seating in 4th grade classroom to increase effective collaborative learning

The speaker clearly discussed the differences of basic research, applied research, and action research.



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PARTS OF CHAPTER I BACKGROUND OF THE STUDY





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Hypothesis

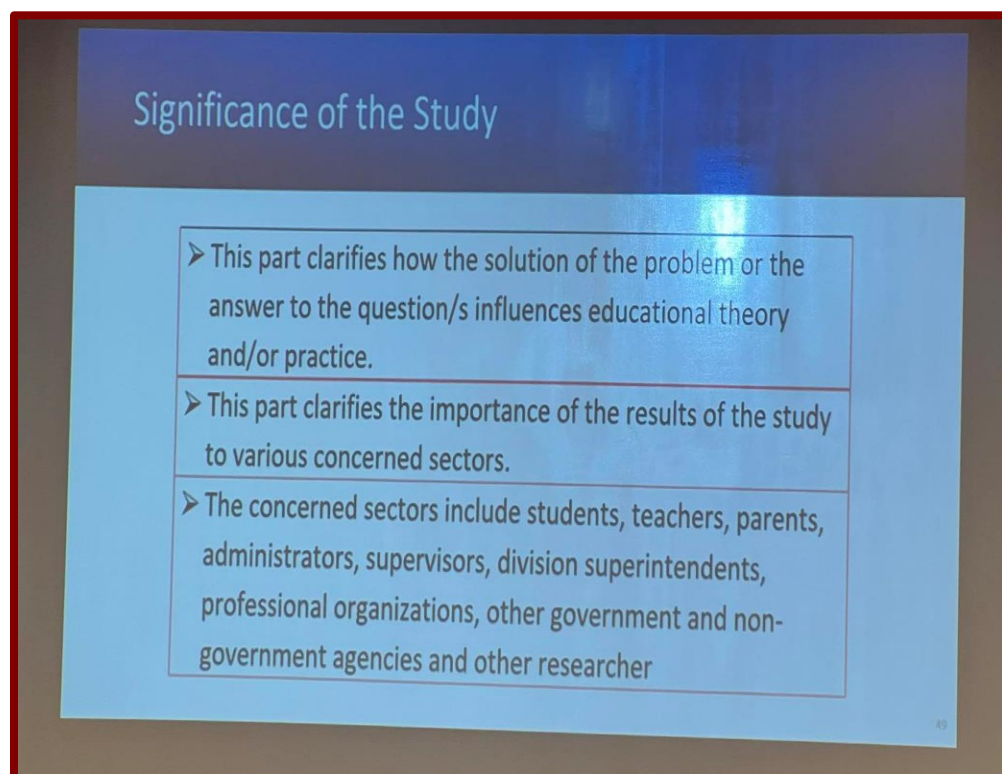
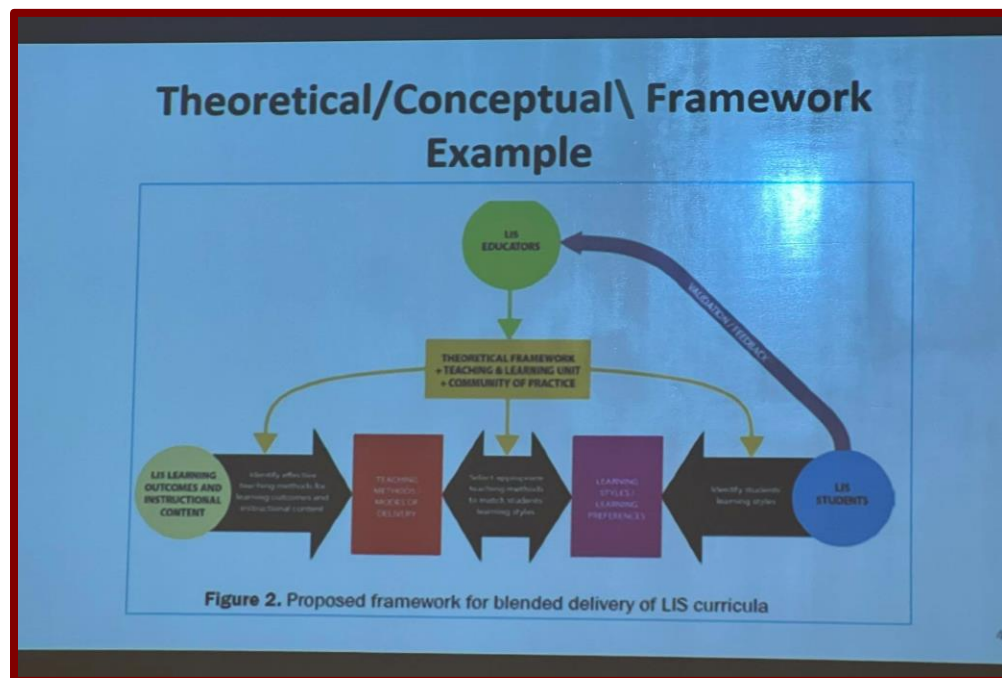
- Is there a specific problem that suggest the formulation of hypothesis (that which deals on relationships, correlations, differences, or associations?)
- Is the hypothesis testable or stated in the null or non-directional form?
- Is it reasonable and consistent with known facts and/or theories?

Theoretical/Conceptual Framework

- the concepts/theories mentioned or discussed should be supportive of the present study
- they should come from notable/reknown authorities, educators or philosophers
- they should provide the framework/foundation that directs the research undertaking
- the **Conceptual Paradigm** should reflect the intent and focus of the study
- the paradigm should clearly depict the flow of the study as enunciated in the title and in the introduction
- the explanation/description of the paradigm should be adequate
- the description of the paradigm which should follow the illustration should state whether it is adopted or adapted from a particular model

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Definition of Terms

- Are important terminologies to be met/used in the study clearly defined within the context of the study (**operational definitions**)?
- Are there terms that are so basic, not very relevant or which have been discussed in the preceding parts of the research that should not be included?
- Are the terms **alphabetically arranged**?

Chapter I – Background of the Study

Chapter I consists of Introduction, Statement of the Problem or Objectives of the Study, Hypothesis, Theoretical/Conceptual Framework, Significance of the Study, and Definition of Terms.



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**PARTS OF CHAPTER II
REVIEW OF RELATED LITERATURE AND STUDIES**

Review of Related Literature and Studies

➤ Are these parts: Related Literature, Related Studies, and Synthesis present?

1. Do the materials reviewed come from both primary and secondary sources?
2. Is the past tense used for the review of literature and studies?
3. Is the passive voice employed?

Review of Related Literature and Studies

The review of related literature and studies are part of the introduction as **prior research/es**. **Citing** related facts/concepts and significantly related findings is included as prior research works. Prior researches reviewed by the researcher are contained in and are made part of the introduction.

Chapter II – Review of Related Literature and Studies
Chapter II consists of the review of different related studies, and synthesis.



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**PARTS OF CHAPTER III
METHODS AND PROCEDURE**

Research Design

- Is the method or approach to be used in study presented clearly?
- Is it defined by an authority?
- Does it discuss the importance of the use of the method in this study?

Methods and Procedure

Methodology

Population and Sampling

- Is the research population clearly identified? (**Population** refers to the complete enumeration of individuals/subjects which are of interest to the researcher.)
- Does it describe the sampling techniques used to select those that will be involved? (**Sampling** or **sample** is that portion of the population chosen for the study.)
- Does the sampling technique/s explain how the respondents/subjects were chosen?
- Is the sample clearly representative of the population?



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Methodology

Respondents of the Study

- Does it contain a presentation of the distribution of respondents in relation to the population, the actual number of respondents and their equivalent sampling percentages?
- Does it explain the characteristic of the respondents (criteria used to select the respondents) and the reasons they were chosen?

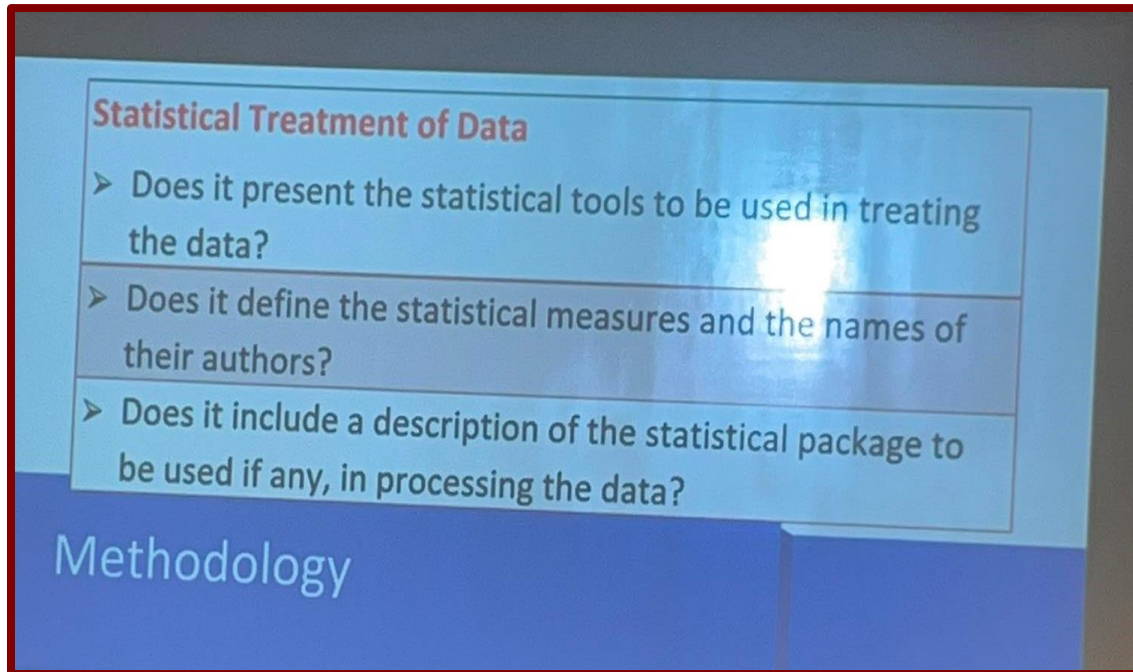
Methodology

Research Instrument

- Does it tell whether the instrument is self-made, copyrighted or adapted?
- Does it describe the instrument and its parts?
- Does it tell how each part is going to be answered?
- Is the rating scale to be used appropriate to the responses to be elicited?



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Methods and Procedure Sample

This action research utilized the **experimental design** since its main purpose was to determine the effectiveness of DI and its possible effect to the mean gain scores on achievement of pupils on a one-week lesson in Grade 4 English.

Two groups were taught the same lessons for one week. The control group was taught using the single teaching with similar activities approach while the experimental group was taught using DI with three sets of activities and three sets of evaluation and facilitation for the **three groupings of pupils for the one-week duration**. **Two regular sections** were included in the study **out of the five Grade 4 sections** that the school have.

Both groups were given the **diagnostic test** on Friday, September 25, 2015 to identify the classification of pupils whether they belong to the above average group, average group, and below average group. The **achievement test** was administered on Monday, October 5, 2015 the following week **using parallel teacher-made tests**. The number of pupils was again identified to know whether there was change in their classification. The results of the pretest and the posttest were compared to determine whether using DI is effective or not.

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Research Instrument

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Methodology

Data Gathering Procedure

- *Does it describe the step-by-step process that the researcher went through in conducting the research, from getting permission to conduct the study to the retrieval of the instrument?*

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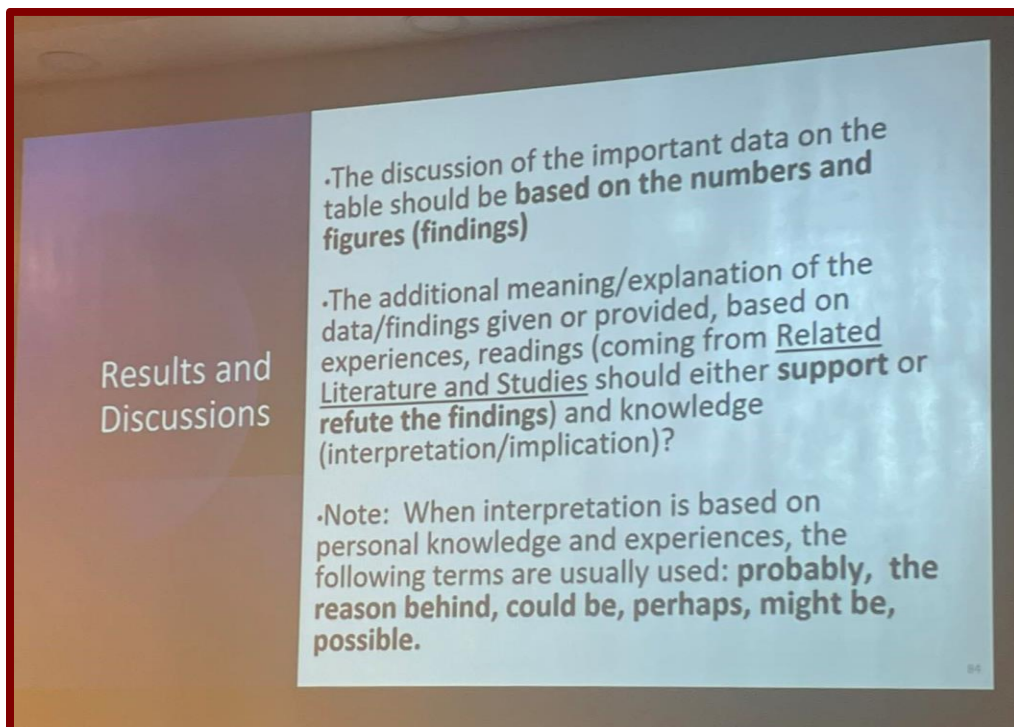
Chapter III – Methods and Procedures

Chapter III consists of Research Design, Population and Sampling, Respondents of the Study, Research Instrument, Statistical Treatment of Data, and Data Gathering Procedure.



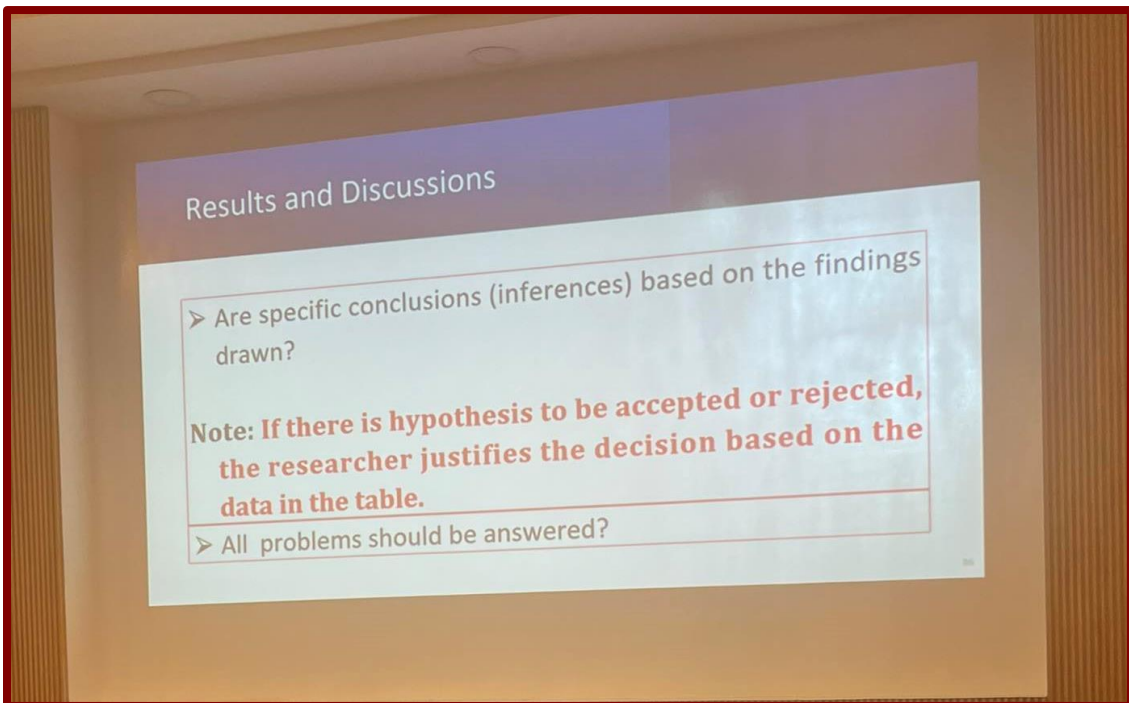
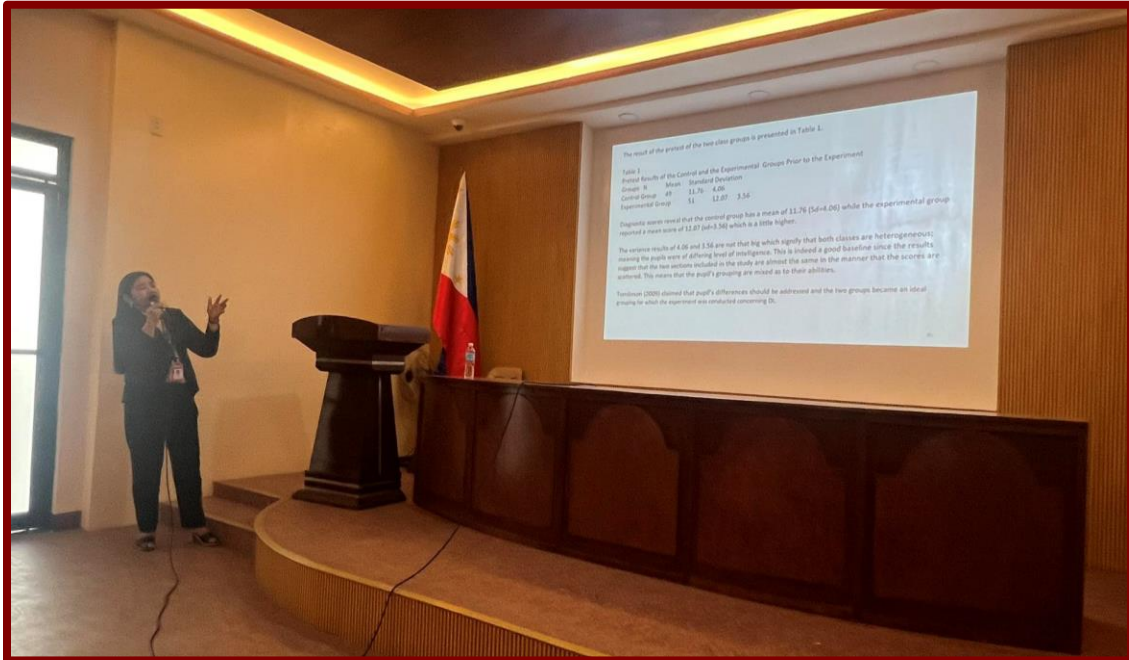
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PARTS OF CHAPTER IV
RESULTS AND DISCUSSIONS





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Chapter IV – Results and Discussion Chapter IV consists of Results and Discussion.



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REFERENCES AND APPENDICES

References

- Is the title **REFERENCES** in uppercase letters and centered?
- Are the references alphabetically arranged based on the last name of author or sources?
- Is APA style of writing references observed?
- Does each entry follow this format?
 - Last name, Given Name, Middle Initial. (Copyright Year). "Title – Italics". Place of Publication: Publishing Company. (second line of the entry indented by 5 spaces)

Appendices

- *Are they sequentially arranged?*
- *Are they properly identified?*



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2nd Icebreaker Activities





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Photo opportunity with Dr. Josephine P. Dasig, our resource speaker and Head of the Community Extension Services with EWA Officers led by Maria Loida S. Benosa, CES Program Asst. and EWA President, Kathrine Anne S. Yu, Vice-President and Admin. Asst from the College of Criminology, Rowena I. Doria, Secretary and Admin. Asst. from the College of PT/OT, Ramina P. Adviento, Treasurer and Admin. Asst., College of Education, and Conrado Austero, Jr., Auditor and Computer Laboratory Custodian. On the photo, were selected Non-Teaching Staff, namely: Engr. Aileen Galvez, Mr. Joseph P. Sabusap, Ricyl Frago, Melinda Cetra, Maria Regina Emperador, Judette Norte, Lailani Late, Carrene Bantucan, Neil Abrocasa, Anita Cania, Jasmin Vita, Shirley Taytayon, Maria Jonathan Zamuco, Myracar Anzaldo, Engr. Michael Burgos, Ferlyn Cuyong, Danilo Dela Cruz, Jr., Ma. Lorraine Aficianado, Maridette Chan, Maal Cassio Pheia Suarez, Nikki Martin, Arnel Bragado, Jacqueline Delos Santos, Flinky Jeramie Mae Briones, Jhon-Val Maaño, Origen Castro, Joyce Sucaldito, Edjoyce Pearl Suliguin, Ma. Theresa Cantre, Wche Cen Jewel Regmalos, Jerome Pasion, Mary Ann Cofreros, Daisy Mae Seledio, Ramilo Oraa, Ma. Consuelo B. Rivera, and Florecel Esguerra.