WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

DEVELOPMENT OF A CONTEXTUALIZED RESEARCH INSTRUCTIONAL MATERIAL FOR

SENIOR HIGH SCHOOL TECHNICAL VOCATIONAL LIVELIHOOD STUDENTS

A Dissertation Presented to the

Faculty of the Graduate School

College of Education

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La Paz, Iloilo City

In Partial Fulfilment

of the Requirements for the Degree

Doctor of Philosophy in Education

(Curriculum Development)

by

Jossie M. Grana

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APPROVAL SHEET

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Abstract

The purpose of this study was to develop contextualized research instructional material for Senior High School Technical Vocational Livelihood students. The study utilized the Analysis, Design, Develop, Implementation, Evaluate (ADDIE) model. During the Analysis stage, the researcher administered the assessment in Practical Research 2 to the previous Technical Vocational Livelihood (TVL) students. Based on the results of the assessment, the top five (5) least-mastered competencies of Grade 12 TVL students were: draws conclusion from research findings; describes sampling procedure and sample; indicates scope and delimitation of study; describes background of research; and, uses statistical techniques to analyze data study of difference limited for bivariate analysis. These competencies were considered in the development of a module. In the Implementation stage, the developed module was tried-out to the forty-five (45) Grade 12 TVL Information Communication Technology (ICT) students and two (2) research teachers who utilized the module in their research instruction. Using the adopted evaluation and acceptability instruments, with minimal modification, the developed module was evaluated with a very high by the module experts in terms of content,

instructional quality, technical quality, presentation and organization, accuracy and up-to-datedness of information, and assessment. Student participants evaluated the material in terms of content as very high and format as high. Meanwhile, the acceptability level of the developed material in terms of content instructional quality, technical quality, presentation and organization, accuracy and up-to-datedness of information, and assessment was very high as assessed by the five (5) teachers handling Technical Vocational Livelihood students and two (2) research teachers. Students and teachers' experiences were analyzed qualitatively and it was found out that the developed instructional material enhanced their understanding and it was user-friendly. Students liked most the discussion and all parts of the module. Similarly, teachers found the developed instructional material easy to understand and it was user-friendly. The part of the material that discussed statistics was well-liked by teachers. It was suggested that the material be improved by adding more topics and enhancing the design and presentation. With these results, it was recommended that students may be actively involved in tracking and assessing their own learning process to ascertain what they already comprehended to tailor their learning to the job at hand. Moreover, the developed instructional material could be of big help in assisting research teachers and students in developing their research skills since teaching and learning can now be done and occur away from the four walls of the classroom.

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Iloilo City

TABLE OF CONTENTS

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF FIGURES

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF TABLES

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF PHOTOGRAPHS

Photograph

Page

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF APPENDICES

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