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ASSESSING THE ACCEPTABILITY OF SALIKSIK RESEARCH MANUAL FOR TCMES RESEARCHERS

Jilliane H. Capistrano-Benavidez, MAED

Teacher III

Tomas Claudio Memorial Elementary School

SDO Rizal

ARTICLE HISTORY

Date: August 2025

Keywords: *Acceptability, Research Manual, Research Guide, Researchers*

ABSTRACT

This study assessed the acceptability of the *Saliksik* as research guide among 54 teachers at Tomas Claudio Memorial Elementary School, Morong Sub-Office during the School Year 2024-2025. The research utilized a mixed-methods approach to delve into the level of acceptability of this research guide which considers both quantitative and qualitative data.

As to the quantitative data collected to assess *Saliksik* across four key dimensions such as content relevance, usefulness, functionality, and language appropriateness. The strength of this material lies in its accessibility and practicality for researchers, particularly teachers, who require an immediate and dependable guide without relying on online searches. This is especially important for educators in areas with unstable internet connectivity and limited access to digital tools and resources. By providing a readily available reference, the material supports teachers in conducting research more efficiently, regardless of technological limitations. These local situations prompted the researcher to develop a research manual aimed at supporting proficient and highly proficient teachers in improving their skills and building confidence in research writing.

Quantitative findings revealed strong approval in all categories, with content relevance receiving the highest composite mean (4.834), followed closely by usefulness (4.822), functionality (4.774), and language appropriateness (4.57). All items were rated "Strongly Accepted" by respondents, indicating that the guide is practical, adaptable, user-friendly, and appropriate for a wide range of teacher-researchers.

The qualitative component supported these findings, revealing themes such as enhancing research writing through relevant content, the potential for wider dissemination, the guide's reliability as a research companion, clear and uses approachable language. Minor concerns were noted regarding grammar and punctuation.

Overall, the *Saliksik* guide is affirmed to be a highly acceptable, functional, and valuable resource for empowering teachers to engage in independent, high-quality research. Its strong performance across all evaluated areas suggests its potential for broader adoption and institutional integration.

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I. INTRODUCTION

Research is a broad task encompassing concepts on addressing issues and gaps in actual teaching and learning condition in classrooms. In the context of research competence, many teachers often encounter challenges in research writing, primarily because of its demanding content, mathematical requirements and confusion on how to write an action or basic research.

According to 1987 Philippine Constitution, Article XIV, Section 10 mandates that the state shall: "give priority to research and development, invention, innovation, and their utilization; and to science and technology education, training, and services. It shall support indigenous, appropriate, and self-reliant scientific and technological capabilities and their application to the country's productive systems and national life."

This mandate highlights the importance of fostering a culture of research within Tomas Claudio Memorial Elementary School community. Indeed, research plays a vital role in improving and strengthening the educational system, promoting quality education that benefits every individual in the long run.

This study is further supported by DepEd Order No. 39, s. 2016, titled "*Basic Education Research Agenda*," which serves as a framework for the Department of Education (DepEd) and its stakeholders in conducting educational research and utilizing the results to inform planning, policymaking, and program development. This ensures alignment with DepEd's vision, mission, and core values. Additionally, DepEd Order No. 16, s. 2017, or the *Research Management Guidelines (RMG)*, provides a structured approach to managing research activities at the national, regional, division, and school levels. This policy also enhances support mechanisms for research through funding, partnerships, and capacity-building initiatives.

These frameworks provide guidance to TCMES teacher-researchers in conducting basic and action research. As the designated research focal person of the school, the researcher aimed to evaluate the acceptability of a research manual or guide designed to support researcher in their writing. Recognizing the importance of research in education, it is viewed as a critical non-observable indicator of a proficient teacher's professional competence. This justifies the relevance and significance of *Saliksik* in guiding them in researching.

Several factors influence teachers' ability to conduct research projects, including their cognitive capacity, the level of support provided by the school, the leadership skills of the principal, and the overall research culture within the institution (Uy and Callo, 2023). A strong understanding of the structure and components of both action and basic research is also essential. These insights highlight the need to empower teachers in conducting research. Additionally, Pinninti (2025) emphasized the impact of an Exploratory Action Research (EAR) project in developing teachers' action research competencies. The findings indicate that participation in EAR not only enhances their research skills but also enables them to integrate research more effectively into their teaching practice, thereby supporting continuous professional development.

Thus, the general objective of this is to assess the level of acceptability of SALIKSIK as guide for research writing among TCMES teachers during the School Year 2024-2025. The findings of the study are contributory to administrators and professional development coordinators to better support teachers in teaching and learning process.

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Research Questions

This research sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 position title
 - 1.5 length of service;
 - 1.6 seminars attended; and
 - 1.7 educational attainment?
2. What is the level of acceptability of Saliksik in guiding TCMES researchers with respect to:
 - 2.1 content relevance;
 - 2.2 usability;
 - 2.3 functionality; and
 - 2.4 language appropriateness?
3. What are the comments and suggestions of TCMES teacher-researchers?
4. What initiative may be proposed to enhance the material?

II. LITERATURE REVIEW

This research is guided by related literature and studies which are found relevant in the present study.

According to Elatre (2024), content relevance of a material helps to boost engagement, efficient use of resources and stronger brand credibility. It provides accuracy, relevance, and quality of the material. In relation to the current study, it provides enough information for users specifically the TCMES researchers in understanding the fundamental aspects of research writing. In addition, it validates and ensures topics align with what your audience is searching for. The content also gives a structure process on how an individual will write his research.

In the report of Moller (2013), research manual shall provide guidelines and standards are available to support the creation of high-quality user manuals. This intends that the material is suited for the readers and can guide them into their journey in research writing. The usability of the material will allow direct information and transfer of learning in bottom-up structure. On the other hand, the findings of Campbell (2023) revealed that manuals shall have Perceivable Information and User Interface that is easy to understand by the users.

As to language appropriateness, provides engagement and may lead developers to recognize that the quality of modules is more important than the quantity, and that meaningful activities enhance engagement and participation (Cossid,2019).

II. METHODOLOGY

To delve into the level of acceptability of Saliksik as guide research writing, this study utilized a mixed method of research. The respondents was the teachers of Tomas Claudio Memorial Elementary School (TCMES), Morong Sub-Office in Division of Rizal. The researcher provided a validated questionnaire checklist and underwent Focus Group Discussion (FGD) which uses thematic analysis. As defined by Creswell (2021), mixed methods of research combine both statistical trends

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(quantitative data) with lived experiences and personal stories (qualitative data). Mixed methods research has distinct approaches about designs and procedures for conducting study, integrating data and drawing conclusions.

The respondents of this study were the 54 teachers of TCMES from Kindergarten to Grade 6 and ALS teachers. A researcher-made questionnaire checklist was used as the main instrument in gathering the data. Respondents were described according to their demographic profile such as age, sex, civil status, position title, length of service, seminars attended and educational attainment. As to the level of acceptability of *Saliksik* research guide, the respondents followed the following variables such as content relevance, usability, functionality and language appropriateness.

III. RESULTS AND DISCUSSIONS

1. Profile of the Respondents

Results of research revealed that the demographic and professional profile of 54 individuals, likely educators. Most of them (33.33%) are aged 51 years old and above, indicating a workforce composed largely of experienced individuals. A significant portion also falls within the 41–50 age bracket, while only a small number are aged 20–25, suggesting fewer young or newly hired employees. In terms of gender, the group is predominantly female, comprising 79.63% of the total, which is a common trend in the education sector. Most of the respondents are married (68.52%), while singles and those who are widowed, separated, or annulled make up a smaller portion. Regarding their professional positions, the largest group holds the position of Teacher I (22.22%), followed by Teacher II and Teacher III. There is fewer Master Teachers, indicating that only a small number have advanced to higher teaching ranks despite many having considerable years of service. Educational attainment shows that the majority either have a completed master's degree (37.04%) or are pursuing one (33.33%), while none hold a Doctorate. This reflects a highly qualified workforce academically, although not yet at the doctorate level.

2. Level of Acceptability of *Saliksik* as Research Guide Among TCMES Teachers

The highest rating was given to Content Relevance, with a weighted mean of 4.834, indicating that users found the guide's content highly aligned with their research needs. This was followed closely by Usefulness at 4.822, showing that the guide is practical and beneficial in supporting teacher-researchers. Functionality also scored well at 4.774, suggesting the guide is effective and easy to use. Language Appropriateness, while the lowest among the four with a mean of 4.57, still falls within the "Strongly Accepted" range, indicating that the language used is clear and suitable for its intended audience. Overall, the results affirm that *Saliksik* is a highly acceptable and valuable guide for TCMES researchers.

| Variable/Aspect | Weighted Mean | Verbal Interpretation |
|--------------------------|---------------|-----------------------|
| Content Relevance | 4.834 | Strongly Accepted |
| Usefulness | 4.822 | Strongly Accepted |
| Functionality | 4.774 | Strongly Accepted |
| Language Appropriateness | 4.57 | Strongly Accepted |

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3. Comments and Suggestions of TCMES Teachers

Following a thematic analysis of the TCMES participants on interviews, the following comments and suggestions were discussed in person.

Theme 1: Enhancing Research Writing through Relevant and Practical Content

The Saliksik Research Manual is designed to guide TCMES researchers by providing a readily accessible reference material that is tailored on the fundamental concepts of research and the methods of research. According to T14 stated that *"It includes relevant topics/references for research writing."* It is important to understand that research writing would be possible if teachers are knowledgeable and equipped with all the basic functions of research writing and how to make research realistic and attainable.

Theme 2: Publishing "Saliksik" for Wider Access and Impact

As part of innovation, the participants revealed Strongly Acceptable interpretation as to the usefulness of the material suggesting making it publish for wider access and useful to other beneficiaries. Teacher 12 mentioned that *"Publish online. Para magkaroon ng access ang ibang guro na interesado sa research."* This underscores the material's adaptability and potential for adoption by other schools.

Theme 3: Functional and Reliable Research Companion for Professional Growth

To support teachers' professional growth and development, doing action or basic research is necessary not only for providing and addressing the needs of the client but also serves as additional document for promotion. According to Teacher 33 who stated that *"The 'Saliksik' guide is functional and serves its purpose effectively. It acts as a dependable reference throughout the research journey—from proposal writing to the presentation of findings. It also supports documentation and encourages reflective practice, which is essential for professional growth."* Also, Teacher 44 mentioned that *"Reliable reference for research writing."* This validates that the participants find the material useful for professional growth and reliable research companion.

Theme 4: Provides Clear Guide for Teacher-Researchers

The material gives clear direction for teacher-researchers for it provides clear instructions and language is easy to understand by the readers. This is justified by Teacher 50 who pointed out that *"The language used in the guide is appropriate and professional. It maintains clarity without being overly technical, making it easier for teachers to understand key concepts. The tone is respectful and encouraging, which motivates teacher-researchers to engage in research confidently."* On the contrary, as reflected in the quantitative part, Item 5 of Variable Language Appropriateness shows the lowest mean which discussed that *"There are no noticeable grammar, spelling, or punctuation errors."* Even though the score of 4.33 is relatively high, there is still 0.77% of respondents who believe that the grammar and punctuation marks need to be reviewed.

This implies that *Saliksik* is strongly accepted by teachers in terms of content relevance, usability, functionality and language appropriateness. The high results suggest that it can be utilized as research guide in writing their research. These quantitative results underwent re-assessment through personal interviews obtaining themes such as: Enhancing Research Writing through Relevant and Practical Content; Publishing "Saliksik" for Wider Access and Impact; Functional and Reliable Research

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Companion for Professional Growth and Provides Clear Guide for Teacher-Researchers. The mixed methods offer initiatives to make an action plan and SALIKSIK Framework as output.

4. Research Output

**ACTION PLAN ON THE ENHANCEMENT OF THE UTILIZATION OF “SALIKSIK” AS
GUIDE FOR RESEARCH WRITING
S.Y. 2025-2026**



| PRE-IMPLEMENTATION | | | | | | | |
|--------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------|------------------------|-----------|---------------|
| | Objectives | Activities | Outputs | Responsible Persons | Time Frame | Budget | Budget Source |
| 1 | To ensure the validity of <i>Saliksik</i> in terms of content, language and layout and format. | Print <i>Saliksik</i> for validation Validate the research guide. | Ready-made <i>Saliksik</i> hard and soft copies. Research Guide Accomplished LRMS forms | Proponent/Aut hor | September, 2025 | 1, 647.20 | Local Fund |
| 2 | Revise <i>Saliksik</i> based on the comments and suggestions by the school LRMS evaluators | Revision of <i>Saliksik</i> | Accomplished LRMS forms | Proponent LRMS Evaluators | September-October 2025 | N/A | N/A |

| Implementation | | | | | | | |
|---------------------|---------------------------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------|---------------------------|------------|-----------|---------------------------|
| | Objectives | Activities | Outputs | Responsible Persons | Time Frame | Budget | Budget Source |
| 1 | To support the integration of <i>Saliksik</i> as a research reference across schools. | Present the research guide to principals and/or PSDS | Benchmarking Request Letter Certificate of Utilization | Proponent School heads | Year round | 1, 647.20 | Local Fund /Personal Fund |
| 2 | To aid researchers in utilizing the material. | FGD Coaching and Mentoring | NOM Narrative Report | Proponent School heads | Year round | N/A | N/A |
| POST-Implementation | | | | | | | |

| | Objectives | Activities | Outputs | Responsible Persons | Time Frame | Budget | Budget Source |
|---|-------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------|------------------------------------------------|------------|--------|---------------|
| 4 | Monitor the implementation and utilization of the <i>Saliksik</i> | Monitoring and Evaluation Provision of Technical Assistance | Accomplished M & E Tool | <i>Juliane C. Benavidez</i> Master Teachers | Year round | 3,500 | Local Funds |



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