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Practical- Research-2-Q4-SLM7

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PRACTICAL RESEARCH 2

Self-Learning Module for Senior High School



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Practical Research 2 – Grade 11
Quarter 4 – Module 7: Intervention Research
First Edition, 2020

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Development Team of the Self-Learning Module

Writer: Charlene B. Ballera

Editor: Dyan S. Escuadra

Reviewers: Liza A. Alvarez, EPS – Research

Illustrators: Renee Rose C. Reyes & Edison P. Clet

Layout Artist: Micaelle Lauren V. Tenorio

Management Team: **Ma. Evalou Concepcion A. Agustin**
OIC-Schools Division Superintendent
Aurelio G. Alfonso, EdD
OIC-Assistant Schools Division Superintendent
Manuel A. Laguerta, EdD
Chief, Curriculum Implementation Division

Education Program Supervisors

Librada L. Agon, EdD (EPP/TLE/TVL/TVE)
Liza A. Alvarez (Science/STEM/SSP/Research)
Bernard R. Balitao (AP/HUMSS)
Joselito E. Calios (English/SPFL/GAS)
Norlyn D. Conde, EdD (MAPEH/SPA/SPS/HOPE/A&D/Sports)
Wilma Q. Del Rosario (LRMS/ADM)
Ma. Teresita E. Herrera, EdD (Filipino/GAS/Piling Larang)
Perlita M. Ignacio, PhD (EsP)
Dulce O. Santos, PhD (Kindergarten/MTB-MLE)
Teresita P. Tagulao, EdD (Mathematics/ABM)

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Practical Research 2

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Quarter 4

Self-Learning Module 7

Intervention Research

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Introductory Message

For the facilitator:

Welcome to the Practical Research 2 for Grade 11 Self-Learning Module on Intervention Research!

This Self-Learning Module was collaboratively designed, developed and reviewed by educators from Schools Division Office of Pasig City headed by its Officer-In-Charge Schools Division Superintendent, Ma. Evalou Concepcion A. Agustin in partnership with the Local Government of Pasig through its mayor, Honorable Victor Ma. Regis N. Sotto. The writers utilized the standards set by the K to 12 Curriculum using the Most Essential Learning Competencies (MELC) while overcoming their personal, social, and economic constraints in schooling.

This learning material hopes to engage the learners into guided and independent learning activities at their own pace and time. Further, this also aims to help learners acquire the needed 21st century skills especially the 5 Cs namely: Communication, Collaboration, Creativity, Critical Thinking and Character while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

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For the learner:

Welcome to the Practical Research 2 Self-Learning Module on Intervention Research!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning material while being an active learner.

This module has the following parts and corresponding icons:



Expectations - These are what you will be able to know after completing the lessons in the module



Pretest - This will measure your prior knowledge and the concepts to be mastered throughout the lesson.



Recap - This section will measure what learnings and skills that you understand from the previous lesson.



Lesson- This section will discuss the topic for this module.



Activities - This is a set of activities you will perform.



Wrap Up- This section summarizes the concepts and applications of the lessons.



Valuing-this part will check the integration of values in the learning competency.



Posttest - This will measure how much you have learned from the entire module.

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EXPECTATIONS

This module aims to enlighten you on the concept of intervention research. It includes the guidelines that will help you in conducting intervention research.

After going through this module, you are expected to:

a. classify whether the sample research topics are intervention research or not;
b. describe the concept of intervention research; and
c. examine the intervention applied in some researches.



PRETEST

Directions: Read and analyze the following statements. Choose the letter of the best answer by writing it in your notebook.

1. Which of the following BEST describes intervention?

   A. Intervention is a systematic way of solving real-life problems.
   B. Intervention is an act of incorporating oneself into the process of improving others' life.
   C. Intervention is an analysis of the possible ways of addressing the issues and concerns of society.
   D. Intervention is a program, process, or strategy designed to produce changes among the subjects of the research study.

2. What research design is best to use in intervention research?

   A. Correlational
   B. Experimental
   C. Normative
   D. Phenomenological

3. In the research study entitled "Learning enhancement of students in Mathematics using inquiry-based approach: A lesson study", what is the intervention applied by the researcher?

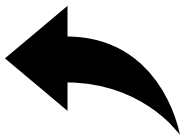
   A. A Lesson Study
   B. Learning Enhancement
   C. Inquiry-Based Approach
   D. Inquiry-Based Approach: A Lesson Study

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4. Which of the following is an example of intervention research?
   A. Difficulties encountered by the TVL students during their JDVP training
   B. Application of positive discipline in enhancing the class performance of Sports students
   C. Insights of Arts and Design students on the reason behind the success of their Art Festival
   D. Influence of teachers' personality in the motivation of the Academic track students to learn

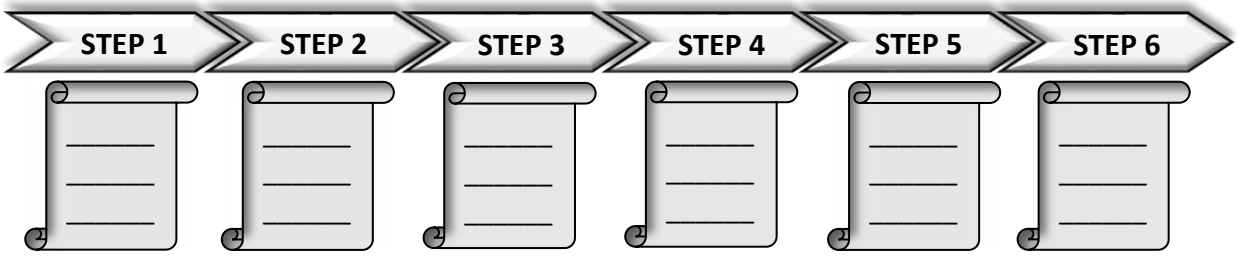
5. What should be the first thing a researcher should consider before conducting intervention research?

   A. To identify and analyze the research problem
   B. To observe the possible participants of the study
   C. To test if the intervention made is effective or not
   D. To develop the program/strategy/techniques to use as an intervention



RECAP

In Module 6, you learned how to develop a research instrument used in quantitative research. For a review, complete the diagram below by writing a short explanation in each step of developing a research instrument. Do this activity in your notebook.





LESSON

When you are having a problem with something or someone, you tend to think of a way or solution to solve the problem. Like for example, you find it difficult to look for a certain ingredient for your menu, then what would you do? Of course, you are going to find an alternative for that ingredient. The same goes for research, you think of a way on how to solve existing problems that you have observed by making an intervention.

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INTERVENTION

In research, *intervention* is a combination of programs or strategies designed to yield behavioral changes among individuals or even an entire population. An intervention may contain educational related programs, new policies, development programs for the environment, or a health promotion campaign.

INTERVENTION RESEARCH

According to Salkind (2010), intervention research studies the effects of an intervention on an outcome of interest. The primary purpose of intervention research is to produce a desirable outcome for individuals in need (e.g., reduce depressive symptoms or strengthen reading skills). Intervention research is a kind of research where the researcher aims to make changes in the subject involved in the study. Interventional studies are often performed in laboratories for clinical trials to establish the beneficial effects of drugs or procedures. But then again if the researchers wish to determine if a certain program, policy, or strategy is effective, then intervention research is very useful.

The specific research design used in intervention research is the experimental research (*discussed in your quarter 4 module 2*). Whenever you are trying to create something new, in a sense, you are experimenting. For example, you are trying to find out whether there is a difference in taste between a cup of coffee with natural white sugar and a cup of coffee with artificial sweeteners. You are intervening with the typical preparation of a cup of coffee by replacing sugar with artificial sweeteners (Bacli n.d.).

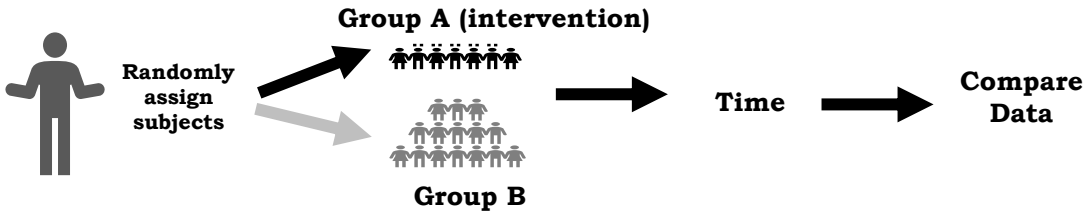


Figure 1. Sample Intervention Research Flow

In an intervention study, participants with the same characteristics are randomly divided into two groups. One group, called the intervention or experimental group (Group A), will be given the intervention, which may be a strategical plan or program. The other group, called the control group (Group B), will not receive the intervention. The two groups are equally important to the research study because the data obtained from both groups are compared over time by the researchers. With this setup, intervention research aims to

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provide a controlled environment to measure the success of a strategical plan, policy, or other intervention programs.

Methods Used in Intervention Research

According to Jackson (2019), as cited by Bacli (n.d.), below are the methods used in intervention research.

1. **Between – Participants Method**
   - It is used when comparing one group of subjects to another group.
   - It involves at least two groups of randomly assigned participants.

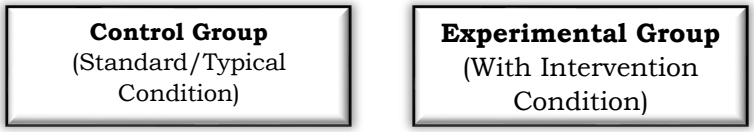


Figure 2. Between Participants Method

2. **Within – Participants Method**
   - The same group of participants serves as a control group and an intervention group.
   - It requires fewer participants and consumes less time and less resources.
   - It is easier to observe statistically significant changes.

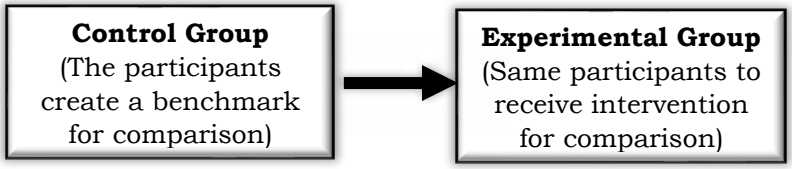


Figure 3. Within – Participants Method

3. **Matched – Participants Method**
   - The participants in the control group and experimental group are matched in one or more variables.

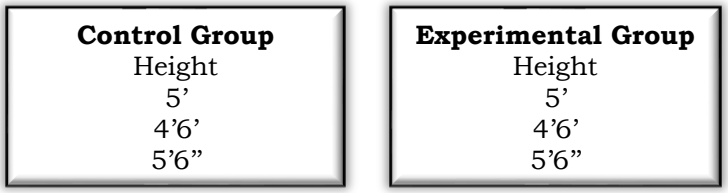


Figure 4. Match – Participants Method

4. **Blinded Method**
   - This method is done to ensure the validity of the test. It is also used to avoid biases from both experimenters and participants.

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- Single Blind Method is a procedure in which either the participants or the experimenters are blind to the manipulation being made.
- Double-Blind Method is a procedure in which both participants and experimenters are blind in the manipulation being made.

5. Placebo Effects Method

- This is used usually in clinical trials but may be applied to other fields.
- In this method, the placebo group is being told that they are receiving treatment, when in fact they are not.



Figure 5. Placebo Method

Gathering Data in Intervention Research

According to Bacli (n.d.), in experiments involving a control group, the researchers can obtain data using the following approaches:

1. Posttest-Only Approach

- Both the control group and experiment group are given a posttest after the experiment period.

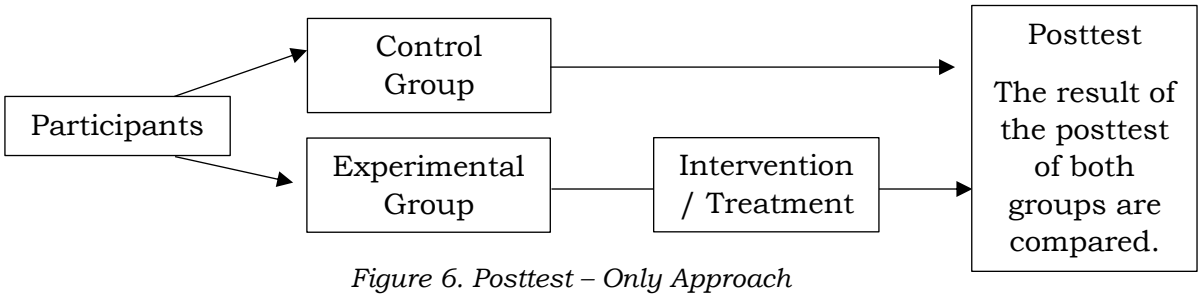


Figure 6. Posttest – Only Approach

2. Pretest/Posttest Approach

- Both the control group and experiment group are given pretest before the experiment period and posttest after the experiment period.

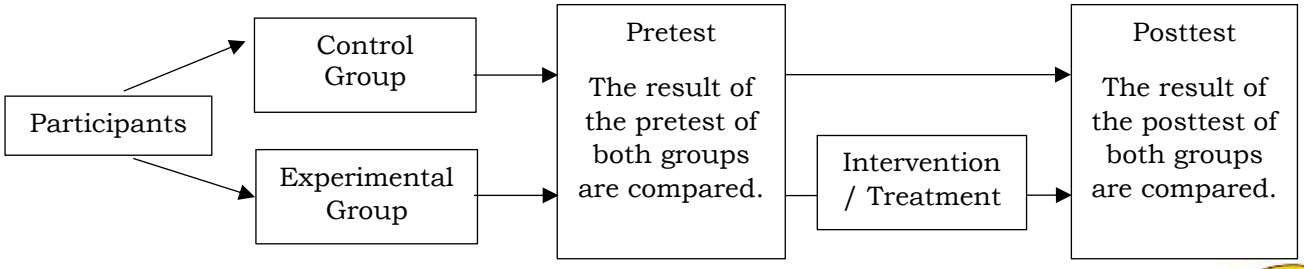


Figure 7. Posttest – Only Approach

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Guidelines in Conducting Intervention Research

According to Ballera et al. (2019) and Presenter Making Sense of Science (2016), below are the guidelines that might help you in conducting intervention research.

a. Build a picture of the problem. Define and describe the problem to be investigated and the context in which it is set. Along with this, you can readily have a picture of your target participants in your study.
b. Formulate an intervention to address the problem. This intervention might be a collected idea you gathered from previous studies and theories.
c. Invite the target participants of the study by sending them a formal letter. If they wish to participate in the study, they must give their written consent.
d. You may ask your participants to answer a questionnaire that will serve as your baseline in identifying the current situation of your participants. This is recommended to ensure that the intervention group and the control group are having the same characteristics as possible.
e. Randomly create a comparing group in order to have a comparison of data (intervention group and control group).
f. During the implementation of the intervention, it is a must to keep a close observation of both groups.
g. Do not lose any data that you have gathered from both groups.
h. As much as possible, avoid biases in interpreting the data you have gathered from your participants.

Sample Researches

Below are some sample researches depicting intervention and non-intervention research.

Research Topic/Title	Intervention	Goal
Enhancing Learning Competency in Practical Research 2 through Learner's Module	Implementation of researcher -made learning modules in Practical Research 2 class (consider as intervention)	• To determine the effectiveness of the learning module in enhancing the learning competency of students in Practical Research 2.
Raising the students' academic performance in English using Digital Comic-strip	Use of Digital Comic Strip in English discussion (consider as intervention)	• To determine if the use of Digital Comic Strip in English class could aid the students in improving their academic performance in English.

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Research Topic/Title	Non-Intervention	Justification
Comparison of the Working Skills of the students after their Work Immersion in Public and Private School	No Intervention was made because Work Immersion is one of the requirements in Senior High. It is not considered as intervention created by the researcher.	• The primary goal of the researchers is to compare the working skills of the students after they undergo work immersion.
Effectiveness of JDVP Training to Food Preparation Skills as Perceived by Cookery Students	No Intervention was made because JDVP training is not considered as intervention made by the researcher.	• JDVP is a program offered to the senior high TVL students, so it is not considered as an intervention. The researchers just simply survey the perception of the cookery students regarding the topic.



ACTIVITIES

Directions: Accomplish the following activities in your notebook.

A. Classify the following topics whether they are intervention research or not. Justify your answer.

Research Topics	Intervention Research or Not	Justification
1. Raising students' awareness of gender equality using animated slogan campaign		
2. Perception of the Grade 11 students on the effects of distance learning to their academic performance		
3. Effectiveness of Think-Pair-Share in enhancing the reading comprehension of students		
4. Increasing students' healthy eating habits by incorporating arts in the preparation of students' meal in the Feeding Program		
5. Relationship of teachers' creativity in class discussion to the activeness of students in class		

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B. Complete the following sentences with words or a group of words to express complete thoughts or ideas.

1. Intervention is _____.
2. The goal of intervention research is _____.
3. Conducting an intervention research is important in my field of specialization because _____.
4. If by chance, as a Senior High School student, I would like to conduct intervention research focusing on (state the problem) _____ and my intervention will be _____.
5. If I would conduct an intervention research, the method that I will use is _____ because _____.

C. Examine at least two (2) samples of intervention research either from online sources or conducted by someone you know and complete the table below.

Name of the Researcher	Title of Research Study	Intervention applied in his/her research	Goal of the Researcher in his/her study
1.			
2.			



WRAP–UP

To summarize what you have learned today, in your notebook, list down three (3) things that you learned, discovered, or realized from today's lesson.

1. _____
2. _____
3. _____



VALUING

For instance, you are going to conduct a research study focusing on solving existing problems related to your field of specialization. Answer the following questions below. Write your answer in your notebook.

1. What is your research topic that depicts the problem in your field of specialization?
2. What intervention would you apply in your research?
3. What is your goal in conducting this research?

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POSTTEST

Directions: Read and analyze the following statements. Choose the letter of the best answer by writing it in your notebook.

1. What method is used when both the experimenters and participants are blind to the manipulation being made?

   A. Double-Blind Method
   B. Single Blind Method
   C. Triple Blind Method
   D. Within – Participants Blind Method

2. What do you call a group of participants receiving a treatment?

   A. Blind Group
   B. Control Group
   C. Intervention Group
   D. Placebo Group

3. What research intervention method is best to use when the researchers have limited numbers of participants?

   A. Between – Participants
   B. Match – Participants
   C. Outside - Participants
   D. Within – Participants

4. Which of the following is an example of intervention research?
   A. Experiences of the TVL students during their JDVP training
   B. Insights of Arts and Design students on the effectiveness of art-related vlog in enhancing their artistic skills
   C. Perception of Sports students on the effects of energy drink during their training period
   D. Application of gamified remedial approach in improving the content mastery of struggling students in Academic track

5. The researchers conducted intervention research. They randomly grouped their participants into two. After grouping their participants, the researchers proceeded with an experimental period where one group received treatment. Then after the experimental period, both groups were post-tested. What approach did the researchers use in their study?

   A. Pretest-Only Approach
   B. Pretest/Posttest Approach
   C. Posttest-Only Approach
   D. Posttest/Posttest Approach

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KEY TO CORRECTION

Pretest	Activity A	Posttest
1. D	1. Intervention Research	1. A
2. B	2. Not	2. C
3. D	3. Intervention Research	3. D
4. B	4. Intervention Research	4. D
5. A	5. Not	5. B

R E F E R E N CE S

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