

## **CHAPTER III**

### **RESEARCH METHODS**

Chapter III deals with the methods of research, specifically the *research objects* that sets this investigation's trajectory, *research method used* which expounds the reason why the selected method fits the study, *clarificatory terms* that matches the terms to their context, *sources and techniques of data collection* that specifies where and how the data are taken from, *research site and participants* which points to the locale of the study and the persons who took part as data provider in the study, *data analyses techniques* which reveals the elements that are necessary to thresh out the research data, and *data processing* which is about the statistical treatment of data in the quantitative part and the categorization of raw data into themes in the qualitative part.

#### **A. Research Objects**

All the presentations and discussions in this dissertation are directed towards the following research objects: (1) Assess the nationalism needs of specific Filipino community; (2) Design, develop, and determine the Bagwa's level of acceptability in terms of its Content, Format & Design, Usability, and Readability in enhancing the level of nationalism; (3) Subject the developed book to Flesch-Kincaid Grade Level Readability Index; and (4) Consider the suggestions of the social studies teachers and students for the improvement of the designed and developed reference book.

#### **B. Research Method Used**

This dissertation used Borg and Gall's (2003) educational research and development (R & D) methodology and followed the seven-step R & D processes as shown in Figure 2. These steps are: (1) research analysis, needs assessment and proof of concept; (2) product planning and design; (3) preliminary product development; (4) preliminary field testing; (5) product revision; (6) main field testing; (7) and the final product revision and dissemination (Borg & Gall, 2003). Figure 2 depicts the product development progression.

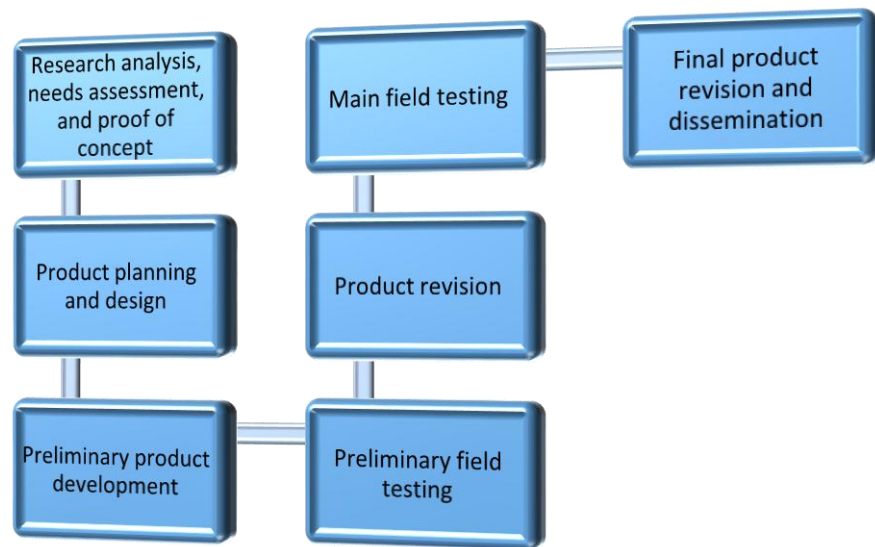


Figure 2. Borg & Gall's Product Development Progression

### C. Clarificatory Terms

The terms compendium and reference book are given both the conceptual and operational definitions. The rest of the terms are defined operationally for better understanding.

**Bagwa** comes from Bago (new) and Diwa (spirit) to mean new spirit. Bagwa is a compendium of research papers which all point toward nationalism. It consists of four divisions: consciousness, sentiments, deeds, and identity, which all characterize the level of one's nationalism.

**Compendium** is a short but complete account of a particular subject in the form of a book ([dictionary.cambridge.org](http://dictionary.cambridge.org)), a brief summary of a larger work ([merriam.webster.com](http://merriam.webster.com)), a collection of concise but detailed information about a particular subject in a form of a book ([en.oxforddictionaries.com](http://en.oxforddictionaries.com)), and a summary containing the essential information in a brief form, especially in a book ([collinsdictionary.com](http://collinsdictionary.com)). Compendium, then, is a concise but essential account of a particular subject in a form of a book.

**Contents** are the actual topics in Bagwa, such as consciousness, sentiment, deeds, and identity.

**DamPi** means Damdamin (sentiment) and Pilipino (Filipino). DamPi is Filipino sentiment which focuses on the feelings, goals, aspirations, wishes, etc. of the Filipinos which are usually contained in their pieces of literature.

**Design** is the conception of forming the Bagwa as a reference book and how it was executed based on the plan.

**Format** is about the shape, size, and presentation of Bagwa as a reference book.

**GaPi** is a combination of Gawa (Deed) and Pilipino (Filipino) which means Filipino deeds. GaPi refers to the actions of the Filipinos which could be either reflective of their nationalism or a contempt of their national identity.

**KamPi** is the portmanteau of Kamalayan (Consciousness) and Pilipino (Filipino). It means Filipino consciousness, the awareness that s/he is a Filipino with rights, duties, and responsibilities towards his/her fellow Filipinos.

**PagPili**, a combination of Pagkakakilanlan (identity) and Pilipino (Filipino), means Filipino identity. This covers all the possible evidences of racial origin, common past, and widely-accepted cultural patterns, the most basic of them is their own names.

**Readability** is what makes some texts easier to read than others. It is not about legibility's typeface and layout, rather, it is about the ease of understanding or comprehending due to the style of writing (Fakhfakh, 2015).

**Reference book** is a book intended to be consulted for information on specific matters rather than read from beginning to end (google.com). A compendium, a reading material that deals with specific topic such as nationalism, is a kind of reference book.

**Usability** is the degree to which Bagwa is able to be utilized or fit to be used by either the teachers or students of social studies or social science.

#### **D. Sources and Techniques of Data Collection**

The data came from four sources in three waves of actual data collection. These four sources include: (1) Six purposively selected persons who participated in the needs assessment, (2) Two tertiary social science mentors and one language professor, (3) Eight basic education social studies/science teachers and one English specialist, (4) Thirty-three social science students, and (5) the other 108 social science students for the Bagwa implementation. The waves of data collection occurred in May 2018 for needs assessment, and twice in August – first week when the social science students

validated the Draft 1 of the Bagwa, and second week when nine social studies/science teachers validated the same draft during the focus group discussion.

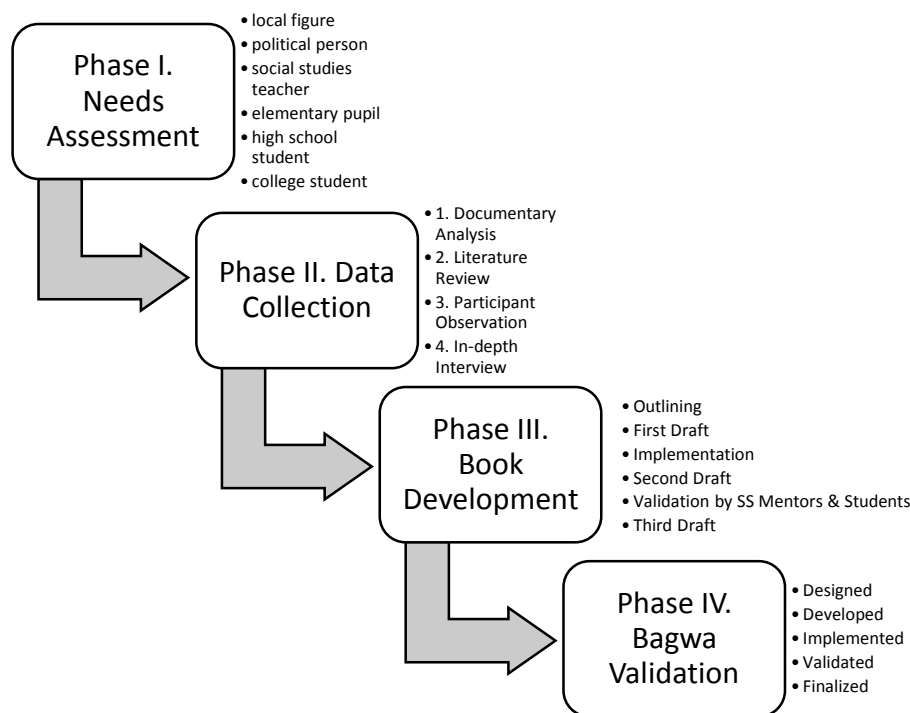


Figure 3. Phases of Data Collection

The data collection scheme (as shown in Figure 3) consists of four phases: I. Needs Assessment, II. Actual Data Collection, III. Book Development, and IV. Bagwa Validation.

In Phase I, the researcher, after conceptualizing the study through related literature and the combined suggestions of the dissertation panel, invited six significant persons in the community. These persons are in the right position to declare the needs of the community as far as nationalism is concerned. In consideration of the vulnerability of some members of this team (having been requested to assess community needs), the researcher opted to keep these persons' identity hidden (Shivayogi, 2013) since “confidentiality transgressions with unethical usage of personal data may occur endangering the social fabric of community”. The proof of concept

emerged upon the fusion of related literature and the responses of the team requested for needs assessment.

Phase II, Actual data collection, consisted of 1. Documentary Analysis, 2. Literature Review, 3. Participant Observation, and 4. In-depth Interview. The contents of the Bagwa came from the eight scholarly papers. One paper on decolonization, two papers about indigenization of names, and another two about local songs and proverbs, made use of the documentary analyses; another two papers about Filipino deeds derived the data from in-depth interviews; and one paper gathered data through participant observation of copra-making. All of these eight papers were fortified and enriched by the related literature.

Phase III contains the processes of book development. In this phase, Bagwa was made up of preliminary pages, the contents, and the end matters. Related literature supplied ideas on both the preliminary pages and the end matters. Because readability is a sensitive characteristic of a book, the researcher looked for a readability index. The researcher randomly selected thirteen representative parts of the Bagwa and subjected them to readability test using The Flesch-Kincaid Grade Level Index (readabilityformulas.com, 2018). These parts are: Foreword, Introduction, Chapter I Introduction, the eight scholarly papers, Chapter IV Introduction, and the Glossary.

In Phase IV, Bagwa validation, the book underwent Preliminary field test, First revision, Main field test, and final revision. The PNUSL stakeholders' suggestions were taken to come up with the final revision.

Table 1 specifies the design and development sequence and the timeline of investigation as shown in the following:

Table 1. Steps in Research and Design and the Timeline of Investigation

<b>R &amp; D Step</b>	<b>Date</b>	<b>Action</b>	<b>Result</b>
Research Analysis, Needs Assessment, and Proof of Concept			
-Literature Review	May 2016-August 2018	Reviewed literature that support the concept	Bagwa conceptualized
-Proposed to UPI Promoters	December 2017 & April 2018	Presented Chapters 1-3	Modified, aligned, clarified tasks

-Needs Assessment	February - May 2018	Gathered data thru participant observation, interview, and questionnaire	Needs assessed
Develop Product Prototype	June 2018	Finished Draft 1	Presented to Experts
Preliminary Field Test	June-August 2018	Introduced to Social Science Students	Received feedbacks
Revision of the Product	August 2018	Product revised based on feedbacks	Product improved
Main Field Test	August 18, 2019	Bagwa presented to social studies teachers and students for main field test	Field Tested; validated
Final Revision of the Product	September 2019	Finalized the product	Presented to UPI promoters
Dissertation Defense	December 2018 - September 2019	Deliberated and finalized the dissertation	Subjected to critiquing

Table 1 presents the specific steps in Research and Development. The first step, Research Analysis, Needs Assessment, and Proof of Concept, involves the conceptualization of the study through the related literature and the combined ideas among the members of the community in the locale of the study and the research panel. This process, which started in May 2016, the conceptualization of the project, in December 2017, when the research panel approved the dissertation title, and in May 2018 when the selected persons revealed the community's needs in terms of nationalism. Throughout the said inclusive dates, the title was finalized, chapters 1 to 3 were modified and aligned, while the researcher's tasks were clarified and directed.

The development of the product prototype – the Bagwa – occurred in June 2018. The prototype was composed of the preliminary pages (front matters), the contents (8 scholarly papers), and the end matters. The book, together with the instrument validation form, was shown to the experts.

### **1. Implementation of the Bagwa**

The Bagwa's contents were integrated in the course, Readings in Philippine History. The 108 students (3 sections) of the course were provided with the copies of the papers which they read off-campus during weekends. The discussion of the paper was done one by one (one paper each week) and in the scheme where the professor (the researcher) thought that their creativity could be tapped and unleashed. Table 2 presents the specifics of the Bagwa implementation:

Table 2. Specifics of the Bagwa Implementation

<b>Topic/ Activity</b>	<b>Bagwa Paper Integrated</b>	<b>Date</b>	<b>Modality</b>	<b>National Motto Highlighted</b>
Before the Conquest / Under the Spanish Rule / Compromise with Colonialism	Decolonizing Filipino Colonial Mentality	June 2019	Oral explanation of a concept picked from the paper.	Makabansa, Makatao
Encomienda System	Forming Pedagogic and Nationalistic Ideas from Copra-Making through Metaphorization	June 2019	Duo = two by two discussion of each copra-making process	Makatao, Makakalikasan
Revolts and Revolutions/ The War Years	Tracing Filipino Sentiments in Nationalistic Songs	July 2019	Listening to and singing nationalistic songs	Maka-Diyos, Makabansa
The Cultural and Social Scene	Extracting Weltanschauung on Human Nature from Orihinal na Pilipinong Musika (OPM) and Filipino Proverbs	July 2019	Picking up important lines from the songs and pairing them with local proverbs	Makatao, Maka-Diyos
Profile of the Economy	Sustaining the Bayanihan Spirit through Brigada Eskwela	July 2019	Sharing of Experiences	Makatao, Makabansa

Early Customs and Practices	Karunungan o Kalokohan: Drawing a Line between Local Wisdom and Local Folly in the Beliefs, Practices, and Rituals of Filipino Folk Healers	July 2019	Sharing of experiences	Maka-Diyos, Makatao, Makakalikahan
Before the Conquest / Under the Spanish Rule	Comparing Philippine and Indonesian Naming Systems: Review, Realignment, and Decolonization	August 2019	Indicating the learners' preferred indigenous names	Makatao, Makabansa
Pre-Colonial Culture	In Search of the Bases in Indigenizing the First Names of the 21 <sup>st</sup> Century Filipinos	August 2019	Interaction on the bases of indigenizing the first names	Makatao, Maka-Diyos, Makakalikahan, Makabansa
Assessment of the Bagwa	All contents	August 2019	Questionnaire and Focus Group Discussion	Makatao, Maka-Diyos, Makakalikahan, Makabansa
Bagwa Implementation	The entire reference book	August 2019	Debate, Symposium, and Quiz bee on Nationalism	Makatao, Makabansa

It took the students more than two months to read and study all the eight scholarly papers. As part of the preliminary testing, on August 16, 2018, the students assessed the acceptability of the Bagwa in terms of the Content, Format & Design, Usability, and Readability. The students gave specific feedbacks that enabled the researcher to make the second draft. The product was finally improved based on the needs and feedbacks of the second batch of students (August 2019) and the original experts. The researcher utilized various presentation modalities to make the interactions interesting and exciting. The Bagwa contents were integrated in the course Readings in Philippine History where 108 students took part. The implementation culminated into



a one-day (August 31) holding of debate, symposium, and quiz bee about the West Philippine Sea conflict. All these interrelated activities elicited reactions from the 140 participants as they exchanged insights with themselves and the 3 PNUSL alumni about nationalism.

### **Research Site and Participants**

The research site was the Philippine Normal University South Luzon, a campus located in Barangay Magsaysay, Municipality of Lopez, Province of Quezon, in the Philippines.

As mentioned under the Sources of Data, the participants were the 1) six purposively selected persons who participated in the needs assessment, 2) Four tertiary social science mentors, 3) Nine basic education social studies/science teachers, and 4) thirty-three social science students.

The PNUSL is one of the five campuses of Philippine Normal University whose main campus is located at Taft Avenue Manila. The other campuses are found in Alicia Isabela (PNU North Luzon), Cadiz City, Negros Occidental (PNU Visayas), and Prosperidad, Agusan del Sur (PNU Mindanao). The research locale, PNU South Luzon has reduced its number of enrollees because of the effect of the change of curriculum in the Department of Education. Since the K to 12 Curriculum requires the addition of 2 more years in the secondary level, the PNU South Luzon has not accepted entrants for two years (SY 2016-2017 and 2017-2018). Thus, there has been a significant decline in the number of students in the campus.

Another factor is the researcher's standing as faculty scholar of PNU at UPI Indonesia. He was allowed to only handle 1 subject (Readings in Philippine History course this Term 1, SY 2018-2019) per term. Thus, he maximized the participation of his 33 students in this study. The said course is the perfect subject where nationalism could be integrated. The researcher's papers, then, served as scholarly documents which the students added to other articles and media outputs for reading/viewing.

The three experts were two social studies mentors and one expert in knowledge management and communication:

Expert #1: She is the present Dean for Academics and Technology and Livelihood Education at PNUSL. She finished her Masters in Social Sciences and a Ph. D. and she has been a professor for more than 30 years. Her role in the present

dissertation: Enrichment of the Contents, refinement of the Format & Design, and ensuring the instrument's higher degree of Usability and Readability;

Expert #2: He is a holder of doctorate in educational management. He earned units in doctorate in social science education at the Universitas Pendidikan Indonesia. A former Executive Director and Provost of PNUSL, he has been a social science professor for 25 years;

Expert #3: He is a Ph. D. candidate with his specialization: Knowledge and Innovation Management at Bangkok University, Thailand; he is also a doctorate student in the course Doctor of Communication at the University of the Philippines – Open University. His role in the present dissertation: He served as validator of the research instrument, focusing on the technicalities of the English language.

The nine teachers are all alumni of PNUSL. They are all active in-service teachers and participants in various seminars, workshops, and trainings in the social studies/science and English. Six of them are graduates of Bachelor in Secondary Education, Major in Social Sciences. Of these six mentors, one is a secondary school principal, and another one is a master teacher. Five of these seven teachers have been into social studies teaching for 21 years. Of the remaining three teachers, two are graduates of Bachelor in Elementary Education with units in master's degree. The last mentor is a graduate of Bachelor in Secondary Education, Major in English. The first five teachers focused on the substance of the Bagwa's contents in the secondary level, the two teachers ensured the applicability of the Bagwa in the elementary level and the technicalities of the Bagwa in Filipino language, while the BSE-English graduate examined the technicalities of the Bagwa as to the utilization of the English language.

The thirty-three students of Readings in Philippine History are the researcher's students in that course, where he integrated nationalism lessons which were taken from the Bagwa compendium. At first, these students were not aware of the process of integration until they took part in its validation. They gave suggestions for Bagwa's further improvements.

The three sections with the total of 108 members became the subjects in the implementation of the Bagwa. They studied the eight scholarly papers and participated in the focus group discussion whose results formed part of the main field testing.

## **E. Data Analysis Techniques**

To deal with the data yielded by the interview guide (Please see Appendix F) on the needs of the community as far as nationalism is concerned, the researcher applied Löfgren's (2013) 'Analyzing Qualitative Data' where the researcher is advised to: (1) Read the transcripts; (2) label relevant pieces; (3) decide which codes are the most important, and create categories by bringing several codes together; (4) label categories and decide which are the most relevant and how they are connected to each other; (5) consider some options, such as (a) decide if there is a hierarchy among the categories, (b) decide if one category is more important than the other, or (c) draw a figure to summarize the results; and (6) write up the results.

As to the portion of the interview guide which required quantitative analysis of data, the researcher used the 7-point Likert Scale (Vagias, 2006), as:

<b>Likert Scale</b>		<b>Adjectival Rating</b>
1	-	Totally Unacceptable (TU)
2	-	Unacceptable (U)
3	-	Slightly Unacceptable (SU)
4	-	Neutral (N)
5	-	Slightly Acceptable (SA)
6	-	Acceptable (A)
7	-	Perfectly Acceptable (PA)

The researcher used the same Likert Scale in interpreting the data in determining the level of Bagwa's acceptability.

Table 3. Validation Instrument's Table of Specifications

<b>Part of the Instrument</b>	<b>Purpose</b>	<b>Number of Items</b>	<b>Item Placement*</b>
A.Contents			A.
1.KamPi	To measure Bagwa's intent of increasing the reader's Filipino consciousness	8	1. a-h
2.DamPi	To quantify Bagwa's way of eliciting sentiments from local songs and proverbs	8	2. a-h
3.GaPi	To calculate Bagwa's emphasis on Filipino deeds	8	3. a-h
4.PagPili	To measure Bagwa's focus on national identity	8	4. a-h

B.Format & Design	To quantify Bagwa's acceptability in terms of its physical appearance	7	B. 1. a-g
C.Usability	To find out Bagwa's acceptability in terms of its usefulness	7	C. 1. a-g
D.Readability	To measure Bagwa's acceptability in terms of the readers' ease in reading it.	8	D. 1. a-h
	TOTAL	54	items

\*Please see Appendix A. Main Research Instrument

The Table of Specification shows that, in order to measure Bagwa's acceptability, each validator has to be familiar with its various features, such as the Contents, Format & Design, Usability, and Readability. The Contents has the highest number of items (32) since there are eight items assigned to each of the four rays of Bagwa. Format & Design and Usability are assigned with seven items each. Readability has eight items. The total number of items is 54 and these items are placed in the research instrument based on themes.

#### **F. Data Processing**

The gathered data needed quantification in order to determine Bagwa's level of acceptability. The researcher used the 7-point Likert Scale to measure the level of acceptability of Bagwa's parts and characteristics. The statistical test, Mean, fits the scale while the comparison of the means given to the four rays just needed the rankings.

