



STRENGTHENING STUDENTS' RESEARCH ENTHUSIASM THROUGH RRP (RESEARCH READINESS PROGRAM)

MARIA LOISA A. CABINGAN

Tumalim National High School
Tumalim, Nasugbu, Batangas
Nasugbu East Sub-Office

ABSTRACT

This action research aimed to strengthen the research skills and interest of students at Tumalim National High School through the implementation of Project RRP (Research Readiness Program). The initiative sought to overcome challenges that students and school often encounter when starting, completing research and in competing on field of research, such as a lack of readiness through training program. By offering organized program and step-by-step technical support, RRP promotes a research-oriented culture among students and enhances their ability to create meaningful science and technology-based research. The study employed a descriptive method to assess the effectiveness of RRP in boosting students' interest and participation in research competition. Results revealed that before the implementation of Project RRP, the students had not appreciated research, and this non-appreciation can be due to lack of true knowledge about research. After the implementation of Project RRP, the students' eyes had been open to all the possibilities of undertaking research. These findings revealed further that the project RRP has overturned the negative perception of students into something quite positive. Furthermore, the issues and challenges that rendered the student's incapable of undertaking research which affected the mentality of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



the students. Finally, the Project RRP had truly equipped the students on research undertaking which led them to join research competitions and won. Students feedback on the enthusiast reflected an overall strongly agree rating across various factors, such as enhanced the student`s awareness on science research methodologies and contributes to the achievement of the school in winning research competition. Moreover, the study highlighted areas for improvement, such as providing resources like internet connection for research preparation and providing more comprehensive mentoring. These insights will guide future revisions of the program to ensure that RRP continues to facilitate student development and aligns with the Department of Education's objective of using research to improve the quality of education in the Philippines.

Keywords: *challenges, issues, evaluation*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CONTEXT AND RATIONALE

Research plays a vital role in advancing knowledge and improving various aspects of life across individuals, communities, and society as a whole. Its primary purpose is to generate new understanding, validate existing theories, and uncover previously unexplored areas. Driven by curiosity and a desire for fact-finding, research can be challenging, requiring significant effort to test, validate, refine, and develop ideas.

In the context of science education, fostering critical thinking, reasoning, and problem-solving skills is essential. These skills enable students to apply scientific knowledge to real-world situations, thereby enhancing their research capabilities and preparing them to address complex societal issues effectively. Overall, integrating research into science teaching not only deepens understanding but also cultivates a mindset of inquiry and continuous learning.

On the other hand, researchers have emphasized that a low level of interest hinders students' participation in school competitions involving research (Hidi & Renninger, 2021; Harackiewicz et al., 2020). Students need a strong motivational drive to encourage and stimulate their learning, which is considered crucial for academic achievement. Indicators of interest include increased focus, effort, and emotional engagement at any given moment, as well as a persistent inclination to reconnect with a particular subject or activity over time (Hidi & Renninger, 2006). The presence of genuine interest ensures dynamic and meaningful participation in science classes, which is essential for enhancing academic performance, learning outcomes, and fostering innovation (Rotgans et al., 2014; Wang & Degol, 2014; Chen, 2024).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Several studies have highlighted the challenges faced by students in research writing. For instance, Almahameed and Alajalein (2021) investigated the difficulties encountered by Libyan EFL students at Sebha University in composing research papers. Their findings indicated that student researchers struggled with identifying research interests, selecting appropriate topics, formulating research questions, and reviewing relevant literature.

This has been a big challenge since various DepEd Orders and Advisories (such as DO 16, s. 2017, and DM_s2025_016) alongside initiatives like the Intel Philippines Science Fair and the TIJXLAS STEM Research Competition establish guidelines and create opportunities for school-level research competitions. These efforts aim to promote research skills among students and offer platforms for both public and private school students to showcase their work.

It appears that Tumulim National ranked low in the research competition based on the results of the STEMazing Contest for 2022-2023. Science teachers took this as a challenge to start delivering science lessons with research integration to build students interest and knowledge in research.

However, after a month of implementation, science teachers observed that the new approach impacted the execution of the BOW (Budget of Work)) issued by the division. This disruption led to some competencies remaining unfinished within the scheduled time frame. Based on the assessment, teachers identified this as an ineffective strategy for addressing the concern.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



To finally address this concern, an innovative research program was crafted to develop students research enthusiasm. The goal of a research program mentoring and coaching is to cultivate the development of researchers by providing guidance, support, and knowledge to develop their skills, independence, and contributions to the field. RRP: RESEARCH READINESS PROGRAM is a structured approach designed to assess and enhance students` interest and preparedness to conduct high-quality research effectively.

This aligns with the findings of Baesa et al. (2024), who conducted a study titled Developing Research Initiatives through Collab-Tech (Collaboration and Technical Assistance), which aimed to strengthen the research culture among teachers at Lian Central School. The initiative provided step-by-step technical support, mentoring, and collaborative opportunities, guiding teachers through every stage of the research process from conceptualization to completion. Their study emphasized the importance of sustained technical assistance, structured training, and collaborative learning environments in fostering a positive research culture. These findings highlight the effectiveness of ongoing support and mentorship in overcoming barriers to research engagement—a strategy equally relevant to increasing students` interest and participation in research activities

INNOVATION/INTERVENTION/STRATEGY

The study is about the development of a program called RRP (Research Readiness Program), which was conceived and initiated by the researcher as a key innovation.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Science research competitions have existed for some time, and junior high students have found them challenging. The researcher proposed the Research Readiness Program (RRP), designed to prepare students for active participation in research activities. The program involves selecting capable students as participants, providing them with targeted training, and cultivating a pool of research enthusiasts. These prepared students will be equipped to participate effectively in research contests and competitions. The Program had been in use for almost three years and somehow, the student who had undergone the program were able to obtain a place in the Stemazing contest. This situation forged a kind of goal for the researcher to help the students carry on research and grow with it. In fact, the student who underwent this program is actually aiming for first place although fifth, second and third places were also remarkable as achievement in this field.

Thus, the RRP was instrumental for the realization of the following objectives:

1. To equip the students with the knowledge and skills of research undertaking.
2. To support the students by guiding them with the massive task of research.
3. To alleviate the difficulties and challenges encountered by students in research.
4. To motivate and inspire the students in research undertaking.
5. To compete and won in science research contests

Procedures:

1. Training students on basic research procedures and methods
2. Work-shop on research writing
3. Checking and assessment of research work

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. Selection of the best participants.

5. Presentation to contests.

ACTION RESEARCH QUESTIONS

This study aimed to develop student research enthusiast through RRP (Research Readiness Program).

Specifically, it sought to answer the following questions:

1. What is the level of student's interest in research before and after the implementation of the RRP?
2. Is there a significant difference in the level of student's interest before and after the implementation of the RRP?
3. To what extent do issues and challenges hinder students from participating in research?
4. What is the overall evaluation of the students regarding project RRP?

ACTION RESEARCH METHODS

A. Participants and Other Sources of Data

Different research materials were incorporated as this study is formed. They had been helpful in forming the thesis of this study,

As for the respondents, twelve (12) Junior High School students were selected using a random sampling technique called purposive sampling. Since the study aimed to determine

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



the level of student's interest in research before and after the implementation of the RRP or Research Readiness Program, the respondents were selected in view of the purpose of this study. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that are needed in the sample. In other words, units are selected "on purpose" in purposive sampling.

The students had been participants and winners of Stemazing contest wherein their first impression about research had not been so positive. The fact that they experienced the program firsthand in their use of research was a tactic that yielded very positive results.

B. Data Gathering Method

The descriptive method of research was used since a situation within a place in a specific time under study. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions (McCombes, 2023).

Likewise, the studies and literatures of other authors on the topic were used to formulate the questionnaire. Her observations and the respondents have also been used as background for the tool. The conduct of this study, the School Research Committee helped in checking all the documents to satisfy the requirements for writing action research.

This questionnaire was submitted to the school grammarian for validation of composition and correct usage and to peers for validation of content.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Since the study undertook a very timely topic for junior high school, the researcher also observed several ethical considerations in this study namely the ethics of autonomy, beneficence, and confidentiality.

C. Data Analysis Plan

For certain items in the questionnaire, the likert-type scale below was used:

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2 -	Disagree(D)	1.01 – 2.00
1 -	Strongly Disagree (SD)	0.01 – 1.00

DISCUSSION OF RESULTS AND REFLECTIONS

1. The Level of Student's Interest in Research Before the Implementation of the RRP.

Table 1 presents the level of student's interest in research before the implementation of the RRP.

Table 1. The Level of Student's Interest in Research Before the Implementation of the RRP

Level of Student's Interest	Weighted Mean	Interpretation	Rank
1. I am interested in research	1.66	Disagree	3
2. Research is an interesting work.	1.0	Disagree	5.5

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



3. Research is a useful task.	1.86	Disagree	1.5
4. I have many ideas in doing research	1.0	Strongly Disagree	5.5
5. Research is practical at all.	1.0	Strongly Disagree	5.5
6. Research has bearing in my studies.	1.86	Disagree	1.5
7. Research does develop students critical skills.	1.0	Strongly Disagree	5.5
8. Doing research brings an impact in the school.	1.0	Strongly Disagree	5.5
Composite mean	1.39	Disagree	

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2 -	Disagree(D)	1.01 – 2.00
1 -	Strongly Disagree (SD)	0.01 – 1.00

It is shown in the table that with regards to the level of student's interest in research before the implementation of the RRP, the indicators obtained a composite mean of 1.39 interpreted as Disagree.

Indicator No. 3 "Research is a useless task," and Indicator No. 6 "Research has no bearing in my studies," both obtained a mean of 1.86 (Disagree) which was followed by Indicator No. 1 "I am not interested in research," with a mean of 1.66 (Disagree). Next rank was obtained by Indicator No. 2 "Research is a boring work," Indicator No. 4 "I have no idea in doing

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



research," Indicator No. 7 "Research does not develop students critical skills," and Indicator

No. 8 "Doing research brings no impact in the school," with a mean of 1.0 (Strongly Disagree).

These results revealed that at first, the respondents expressed negative perception about research undertaking and these negative perceptions all got high scores. These results further meant that the respondent had no positive thing to say about research.

From these findings, it can be deduced that the students had not appreciated research and this non-appreciation can be due to lack of true knowledge about research.

These results corroborated what Santos and Marasigan, (2021), when they found out that students consider research a difficult subject that makes them less interested.

2. The Level of Student's Interest in Research After the Implementation of the RRP

Table 2 presents the Level of Student's Interest in Research After the Implementation of the RRP

Table 2. The Level of Student's Interest in Research After the Implementation of the RRP

Level of Student's Interest	Weighted Mean	Interpretation	Rank
1. I am interested in research	4.0	Strongly Agree	2.5
2. Research is an interesting work.	3.6	Strongly Agree	6.5
3. Research is a useful task.	3.6	Strongly Agree	6.5
4. I have many ideas in doing research	4.0	Strongly Agree	2.5
5. Research is practical at all.	4.0	Strongly Agree	2.5

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



6. Research has bearing in my studies.	3.66	Strongly Agree	5
7. Research does develop students critical skills.	3.01	Strongly Agree	8
8. Doing research brings an impact in the school research competition.	4.00	Strongly Agree	2.5
Composite mean	3.73	Strongly Agree	

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2 -	Disagree(D)	1.01 – 2.00
1-	Strongly Disagree (SD)	0.01 – 1.00

The table revealed that after the implementation of Project RRP, the negative perception about research obtained a composite mean of 3.73 interpreted as Strongly Agree.

Based on the table, the indicators with the highest mean, all interpreted as "strongly agree," are numbers 1, 4, 5, and 8 explain that respondents are interested in research, have many ideas in research, research is practical, and research brings an impact in the school research competition. Indicator 6, which reflects that research has a bearing on your studies, ranks second with a "strongly agree" interpretation. Indicators 2 and 3, both with a mean of 3.6, rank third and suggest that research is considered an interesting and useful task. The lowest-ranked indicator is number 7, with a mean of 3.01, but it still indicates strong agreement that research helps develop students' critical skills.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



These results revealed that after the implementation of Project RRB, the students' eyes had been open to all the possibilities of undertaking research. These findings revealed further that the project RRP has overturned the negative perception of students into something quite positive.

From these results, it can be said that there had a reversal of negative perception of research after the implementation of project RRP. Judging from the fact that the perception had been reversed, it can be summed up that Project RRP had the positive effects on the perception of students about research.

As Daguplo and Paglinawan (2025) had explored a significant positive relationship found between students' interest and their research writing performance; thus suggesting that nurturing students' interest can improve their research skills and outputs. The findings highlighted the importance of engaging instruction, relevant topics, and supportive environments in developing both interest and competence in research writing.

3. The Extent of Issues and Challenges That Hinder Students From Participating in RRP

Table 3 presents the extent of issues and challenges that hinder students from participating in RRP.

Table 3. The Extent of Issues and Challenges That Hinder Students From Participating in RRP

Issues and challenges	Weighted Mean	Interpretation	Rank
1. I know that there is a lack of resources in research like internet connection.	4.0	Strongly Agree	1.5

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



2. I know that there is a lack of systematic training in research methodology	2.33	Agree	7
3. I know that I lack the confidence in my abilities and my research findings.	3.6	Strongly Agree	5
4. I believe that I am outdated with technological developments.	4.0	Strongly Agree	1.5
5. I know that research is time-consuming, requiring careful time management while doing school works.	3.66	Strongly Agree	3.5
6. I know that as a researcher, I will face challenges in managing large datasets, especially when dealing with sensitive or proprietary information	3.66	Strongly Agree	3.5
7. I know that with research, finding suitable partners, coordinating efforts across teams, and communicating effectively can be difficult	2.93	Agree	6
Composite mean	3.45	Strongly Agree	

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2 -	Disagree(D)	1.01 – 2.00
1-	Strongly Disagree (SD)	0.01 – 1.00

It is shown in the table that the extent of issues and challenges that hinder students from participating in RRP obtained a composite mean of 3.45 interpreted as Strongly Agree.

First among the effects was Indicator No. 1 "I know that there is a lack of resources in research like internet connection," and Indicator No.4" I believe that I am outdated with

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



technological developments," which both obtained a mean of 4.0 (Strongly Agree). It was followed by Indicator No. 6 "I know that as a researcher, I will face challenges in managing large datasets, especially when dealing with sensitive or proprietary information," with a mean of 3.66 (Strongly Agree) together with Indicator No. 5 "I know that research is time-consuming, requiring careful time management while doing school works," with a mean of 3.66 (Strongly Agree). Indicator No. 3 "I know that I lack the confidence in my abilities and my research findings," obtained the next rank with a mean of 3.6 (Strongly Agree) while Indicator No. 7 "I know that with research, finding suitable partners, coordinating efforts across teams, and communicating effectively can be difficult," got the second to the last rank with a mean of 2.93 (Agree). Last rank was obtained by Indicator No. 2 "I know that there is a lack of systematic training in research methodology," with a mean of 2.33 (Agree).

These findings revealed the issues and challenges that rendered the students incapable (or so they thought) of undertaking research. Based from the fact that these challenges posed a threat to the awareness and motivation of students to undertake a research, it can also be concluded that these challenges affected the mentality of the students.

From these findings, it can be summarized that without Project RRP, the mentality of the students regarding research can never be altered since they are not empowered to conquer these challenges and prove themselves capable of research.

These results jived what Yang et al (2024) who dealt with the problem of "how to teach" in STEM education and had Project-based learning as learner-centered and tends to comprehensively apply multidisciplinary knowledge.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. The Overall Evaluation of the Students Regarding Project RRP

Table 4 presents the overall evaluation of the students regarding project RRP

Table 4. The Overall Evaluation of the Students Regarding Project RRP

Overall Evaluation of Project RRP	Weighted Mean	Interpretation	Rank
1. RRP clearly explained the importance of research.	4.0	Strongly Agree	3.5
2. RRP supports school needs.	3.66	Strongly Agree	7.5
3. RRP boosted the student's confidence in creating a product based research.	4.0	Strongly Agree	3.5
4. RRP enhanced the student's awareness on STEM research methodologies.	4.0	Strongly Agree	3.5
5. RRP provided useful and clear materials and resources regarding research.	4.0	Strongly Agree	3.5
6. RRP have a well-defined and seamless program structure.	4.0	Strongly Agree	3.5
7. RRP contributes to the intellectual development of the students .	3.66	Strongly Agree	7.5
8. RRP contributes to the achievement of the school in the some of the research competition.	4.0	Strongly Agree	3.5
Composite mean	3.91	Strongly Agree	

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2-	Disagree(D)	1.01 – 2.00
1 -	Strongly Disagree (SD)	0.01 – 1.00

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



It is apparent on the table that the overall evaluation of the students regarding project RRP (Research Readiness Program) obtained a composite mean of 3.91 which is interpreted as Strongly Agree.

First and foremost, the students gave a high evaluation of the project with a number of high marks describing how the project helped them. Project RRP clearly explained the importance of research. The project had boosted the student's confidence in creating a product based research. Similarly, RRP enhanced the student's awareness on STEM research methodologies. Likewise, RRP provided useful and clear materials and resources regarding research. Moreover, RRP has a well-defined and seamless program structure. Finally, RRP contributes to the achievement of the school in some of the research competition. All of these obtained a mean of 4.0 (Strongly Agree). RRP contributes to the intellectual development of the students, and finally, RRP supports school needs, with a mean of 3.66 (Strongly Agree).

These findings showed that Project RRP had helped the students in their research undertakings in a lot of ways. These findings also revealed the high appreciation of the student of Project RRP.

From these findings, it is concluded that the Project RRP had paved the right way for the students to learn to undertake research without qualms or reservations, simply because they were truly equipped now to undertake research.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Conclusions

From the findings of this study, the following conclusions were reached.

1. Before the implementation of Project RRP, the students had not appreciated research and this non-appreciation can be due to lack of true knowledge about research.
2. After the implementation of Project RRB, the students' eyes had been open to all the possibilities of undertaking research. These findings revealed further that the project RRP has overturned the negative perception of students into something quite positive.
3. The issues and challenges that rendered the students incapable of undertaking research such lack of internet connection and other resources affected the mentality of the students in towards research.
4. The Project RRP had truly equipped the students on research undertaking which led to high evaluation by students.
5. Lastly, Project RRP had also harnessed the research skills of students that they were able to join research competitions and won.

Recommendations

From the conclusions of the study, the following are recommended:

1. Project RRP is recommended for further assessment to provide more comprehensive mentoring in the students in taking research works.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



2. The school and the teachers had to work together to provide stable internet connection in the implementation of Project RRP.
3. Project RRP is also recommended for acceptability testing so that the effectiveness of the project can be enhanced.

ACTION RESEARCH WORKPLAN AND TIMELINES

Objectives	Activities	Future Plans	Time Frame	Persons Involved
To organize the RRP	Research and organization	Ask for approval from School Head	May ,2025	Proponent School Head
To seek approval	Submission of project proposal	Implement the materials	June – July 2025	Proponent
	Pilot implementation Project RRP	Monitor and evaluate the implementation Reporting	August 2025	Proponent All Junior HS ²¹ teachers and students
To fully implement the Project RRP	Implementation	Assessment	August to September 2025	Proponent All Junior HS teachers and students
To submit the documentation through action research		Submission to research caravan	October 2025	Proponent
To monitor the implementation	Monitoring and Evaluation	Monitor and evaluate the implementation Reporting	November 2025	M and E Team

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



REFERENCES

Alsied and N. Ibrahim, S. (2022). "Exploring challenges encountered by EFL

libyan learners in research teaching and writing -the
International Academic Forum (IAFOR),"

The International Academic Forum (IAFOR), 03, 2022.

Baesa, A. P., Jonson, G. L., & Lubugan, R. M. (2024). *Developing research initiatives through
Collab-Tech (Collaboration and Technical Assistance)*. Lian Central School.

Charlene M. Daguplo, James L. Paglinawan (2025). Exploring the Relationship

between Students' Interest and Research Writing Performance among Grade 12
Students. International Journal of Research and Innovation in Social Science (IJRISS),
9(05), 4836-4845.

Shakeela Naureen, Qaisara Parveen, Maria Rehman (2022), Exploring

Students' Perception about Research at the Higher Education Level Journal of
Development and Social Sciences April-June 2022, Vol. 3, No. 2.

Santos, Gilbert and Arlyn C. Marasigan, (201), Revitalizing Research In The

Junior High School Program: Inputs For Curriculum Development And Faculty
Development Program, June 2021, ETERNAL (English Teaching Learning and Research
Journal)7(1):35-52.

Yang, H., Zhang, Q., & Shen, M. (2024). The practice and research of junior

high school information technology project-based learning based on

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



STEM education concept. International Journal of Technology in Education and Science

(IJTES), 8(1), 63-74.

Hidi et.al 2021(Impact of student's interest in Research undertakings)

Harackiewicz et al., 2020(Exploring the Relationship between Students' Interest and Research

Writing (IJRISS), 9(05), 4836-4845

DepEd Order No. 16, s. 2017

DepEd Order No. 25, s. 2006

Baesa, A. P., Jonson, G. L., & Lubugan, R. M. (2024). Developing Research initiatives through Collab-Tech (Collaboration and Technical Assistance). Lian Central School

Hidi et.al 2021(Impact of student's interest in Research undertakings)

Harackiewicz et al., 2020(Exploring the Relationship between Students' Interest and Research

Writing (IJRISS), 9(05), 4836-4845

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

May 2026

Available online at <https://www.instabrightgazette.com>



FINANCIAL REPORT

ACTIVITY	ELIGIBLE EXPENDITURES	QUANTITY	COST
Preparation of Project RRP	Materials of Research and Innovation	Bond Paper, Research Load	PHP 1000.00
Documentation	Communication expenses	Ink	PHP 400.00
Actual implementation	Materials	Ink/bond paper/internet load/fuel/transportation/food/	PHP 1,500
Reporting	Expenses related to this activity	Load/ bond paper and ink	PHP 500.00
TOTAL			PHP 3,400.00

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



SURVEY QUESTIONNAIRE

Dear Parents:

I, the undersigned, is undertaking an action research with the title **STRENGTHENING STUDENTS' RESEARCH ENTHUSIASM THROUGH RRP (RESEARCH READINESS PROGRAM)**. In connection with this, I would like to ask your approval regarding your child's participation as the respondents of this study. Rest assured that your responses and identities will be kept in strict confidentiality.

Thank you very much.

RESEARCH QUESTIONS

A. Demographic Profiles

Name: (optional) _____

Age: _____ Gender: _____ Civil Status: _____

B. Questionnaire

Directions: Please answer the following questions as honestly as possible by checking the item of your choice. Likewise, please provide other responses that are not in the indicators so that I may have a better idea.

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

1. What is the level of student's interest in research before and after the implementation of the RRP?

Before the Implementation of RRP	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1. I am interested in research				
2. Research is an interesting work.				
3. Research is a useful task.				

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

May 2026

Available online at <https://www.instabrightgazette.com>



4. I have many ideas in doing research				
5. Research is practical at all.				
6. Research has bearing in my studies.				
7. Research does develop students critical skills.				
8. Doing research brings an impact in the school.				

After the Implementation of RRP	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1. I am interested in research				
2. Research is an interesting work.				
3. Research is a useful task.				
4. I have many ideas in doing research				
5. Research is practical at all.				
6. Research has bearing in my studies.				
7. Research does develop students critical skills.				
8. Doing research brings an impact in the school.				

2. To what extent do issues and challenges hinder students from participating in research?

Issues and Challenges	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

May 2026

Available online at <https://www.instabrightgazette.com>



1. I know that there is a lack of resources in research like internet connection.				
2. I know that there is a lack of systematic training in research methodology				
3. I know that I lack the confidence in my abilities and my research findings.				
4. I believe that I am outdated with technological developments.				
5. I know that research is time-consuming, requiring careful time management while doing school works.				
6. I know that as a researcher, I will face challenges in managing large datasets, especially when dealing with sensitive or proprietary information				
7. I know that with research, finding suitable partners, coordinating efforts across teams, and communicating effectively can be difficult				

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

May 2026

Available online at <https://www.instabrightgazette.com>



3. What is the overall evaluation of the students regarding project RRP?

After the Implementation of RRP	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1. RRP clearly explained the importance of research.				
2. RRP supports school needs.				
3. RRP boosted the student`s confidence in creating a product based research.				
4. RRP enhanced the student`s awareness on STEM research methodologies.				
5. RRP provided useful and clear materials and resources regarding research.				
6. RRP have a well-defined and seamless program structure.				
7. RRP contributes to the intellectual development of the students .				
8. RRP contributes to the achievement of the school in the some of the research competition.				

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
