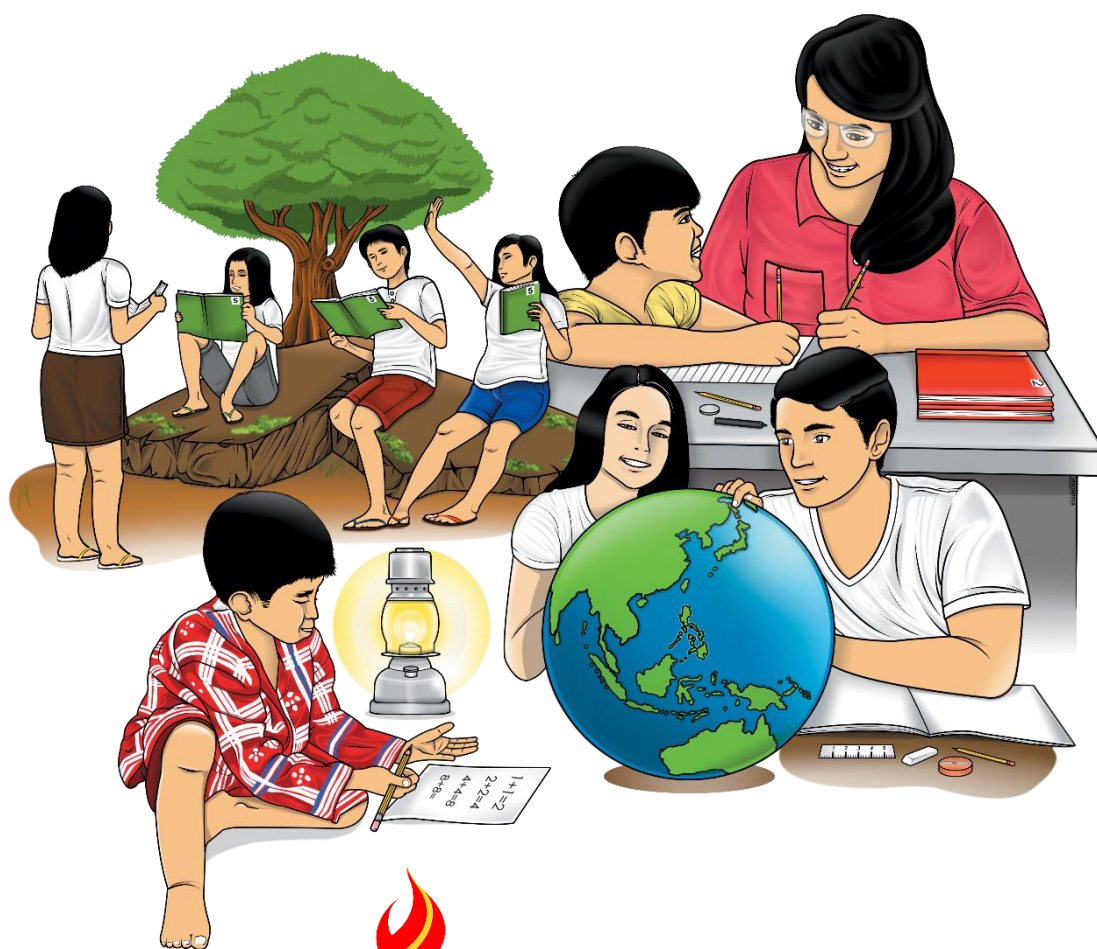


Senior High School



Practical Research 1

Quarter 1 - Module 1: Nature of Inquiry and Research



Practical Research 1 – Senior High School
Alternative Delivery Mode
Quarter 1 – Module 1: Nature of Inquiry and Research
First Edition, 2019

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Senior High School

Practical Research 1

**Quarter 1 - Module 1:
Nature of Inquiry and Research**



Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

Introduction

Nowadays society has many forms of problems that require solutions. These solutions must be based on facts, valid investigations, experiences and not just on mere beliefs and suggestions. Indeed, to attain such knowledge and accuracy, a systematic procedure and well-planned research are required.

Research is a process of inquiring about the solution to the problem, collecting data, and logically evaluating information. To develop good research, one must investigate reliable information.

In this lesson, you will conduct research with a vision to seek information and solution to a problem. You will look for an in-depth evaluation of everything that is needed in the research.

Learning Objectives:

After studying this chapter, you will be able to:

- define what is research (**CS_RS11-IIIa-1**);
- give the importance of research in daily life (**CS_RS11-IIIa-2**);
- enumerate the characteristics, processes, and ethics of research (**CS_RS11- IIIa-3**);
- differentiate Quantitative from Qualitative Research (**CS_RS11-IIIa-4**); and
- provide examples of research in the area of interest (**CS_RS11-IIIa-5**).



What I Know

Directions: Read the questions carefully and write the letter that corresponds to your answer on the blank.

- It is a systematic inquiry that describes, explains, predicts, and controls the observed phenomenon.
A. Research B. Action Plan C. Thesis D. Case Study
- It is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting.
A. Qualitative Research C. Variables
B. Quantitative Research D. Hypothesis
- It is a structured way of collecting and analyzing data obtained from different sources.
A. Hypothesis C. Variables
B. Quantitative Research D. Qualitative Research
- It is a process that answers what is the problem and why it should be studied.
A. Formulating Hypothesis C. Identifying Problems
B. Review of Related Literature D. Analyzing the Data
- It is a process that answers what the finding in relation to the hypothesis is.
A. Drawing conclusion C. Interpreting Data
B. Data Analysis D. Formulating Hypothesis

6. It is a process that answers what information is already available.

| | |
|---------------------------------|----------------------|
| A. Review of Related Literature | C. Interpreting Data |
| B. Sampling | D. Data Analysis |

7. It is a process that answers how to identify or select your respondents.

| | |
|------------------|---------------------------------|
| A. Sampling | C. Review of Related Literature |
| B. Data Analysis | D. Interpreting Data |

8. It is a characteristic of research that is based on direct experience or observation by the researcher.

| | |
|---------------|---------------|
| A. Objective | C. Controlled |
| B. Systematic | D. Empirical |

9. It is a characteristic of a research that follows orderly and sequential procedures, based on valid procedure and principle.

| | |
|---------------|------------------|
| A. Systematic | C. Original Work |
| B. Objective | D. Analytical |

10. It is a characteristic of research that is unbiased and logical.

| | |
|------------------|---------------|
| A. Objective | C. Analytical |
| B. Original Work | D. Empirical |

11. It is a characteristic of research that searches for facts, answers question and solves problems.

| | |
|-----------------------|--------------|
| A. Systematic | C. Objective |
| B. Employs Hypothesis | D. Empirical |

12. It is an ethics of research which keeps promises and agreements.

| | |
|----------------|--------------|
| A. Honesty | C. Integrity |
| B. Objectivity | D. Openness |

13. It is an ethics of research that gives proper acknowledgment or credit to all researchers.

| | |
|--------------------------|-----------------------|
| A. Intellectual Property | C. Social Responsible |
| B. Responsible Mentoring | D. Confidentiality |

14. This type of research is a purely direct application but expanding the nature of understanding about the problem.

| | |
|---------------------|-------------------|
| A. Applied Research | C. Thesis |
| B. Case Study | D. Basic Research |

15. It is a type of research that needs to answer a specific question. It teaches and provides validation in order to apply to the real setting.

| | |
|---------------------|-------------------|
| A. Applied Research | C. Thesis |
| B. Case Study | D. Basic Research |

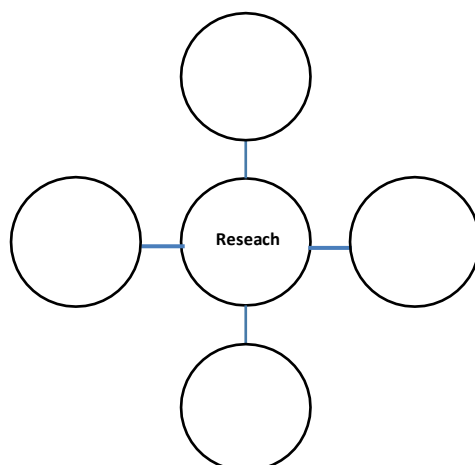
END OF THE PRE-TEST

IMPORTANCE OF RESEARCH IN DAILY LIFE



What's New

Directions: Complete the concept map by writing words associated with the middle word.



What Is It

What is RESEARCH?

Research is an organized investigation and study of materials and sources to create facts and reach new inferences. Research has come up with developing appropriate solutions to improve the individual's quality of life. Although it may take place in a different setting and may use different methods, scientific research is universally a systematic and objective search for reliable knowledge (Walker, 2010).

Research is a verified approach of thinking and employing legalized instruments and steps to obtain a more adequate solution to a problem that is otherwise impossible to address under ordinary means (Crawford, as cited by Alcantara & Espina, 1995).

In most cases, research helps society to answer the WHAT and HOW questions. It must be a proper investigation and should reach a valid conclusion that would facilitate the finding of answers to the questions. Some of these questions are: How can research affect society? What is the impact of the research to daily life?

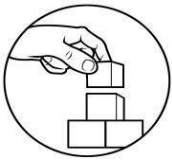
Research can be categorized into two:

Basic Research

This is the type of research that is a purely direct application but increasing the nature of understanding about the problem. It develops the scientific theories to be more understandable to the readers.

Applied Research

It is a type of research that needs an answer to a specific question. It provides solutions and validation in order to apply to the real setting.



What's More

Directions: Arrange the scrambled words properly to form a logical sentence.

1. answer to a specific question is a type of research applied research that needs
2. is a type of research that is purely direct application but expanding the nature of understanding basic research

Your answers:

1. _____

2. _____



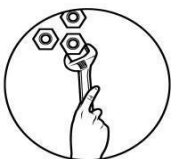
What I Have Learned

This part of the module, you will brush up on your knowledge of the lesson by filling in the blanks below

Research is _____

Give at least two (2) importance of research.

1. _____
2. _____



What I Can Do

Directions: Imagine that you are a detective, and you will look for evidence on the crime scene. Supply possible evidence to solve the problem.

| Situations: | Possible Evidences: |
|-----------------------|---|
| 1. A Rape Case | 1. medical examination/ victim injuries 2. toxicology report |
| 2. 2. Carnapping Case | 1. bodybuilding 2. dismantling |

Lesson

2

FORMULATING RECOMMENDATIONS BASED ON CONCLUSIONS



What's In

In the previous lesson, you have learned about the meaning and importance of research. Now, you will be entering Lesson 2. Just fasten your seatbelt then, go!

Directions: Read the statements below that describe each sentence and find the answers on the box that are diagonally, horizontally, and vertically.

1. It is a systematic investigation with its purpose to establish facts and conclusions.
2. It develops the scientific theories to be more understandable to the readers.
3. It is a type of research that needs answers to a specific question.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| R | Q | W | E | R | T | Y | U | I |
| R | E | D | M | A | S | D | D | A |
| E | S | S | Q | S | D | F | D | P |
| D | F | D | E | S | S | C | F | P |
| S | G | D | C | A | H | V | G | L |
| Z | H | D | V | B | R | N | H | I |
| C | J | B | A | S | I | C | J | E |
| B | B | B | N | H | U | D | H | D |



What's New

Directions: Write possible steps/processes in the given situations below.

1. To impress someone.

- a. _____
- b. _____
- c. _____

2. To fry a chicken.

- a. _____
- b. _____
- c. _____

3. To go to school.

- a. _____
- b. _____
- c. _____

- *In the activity above, you have learned the processes/ steps on some given situations. This time, you will be learning more about research.*



What Is It

CHARACTERISTICS, PROCESSES, AND ETHICS IN RESEARCH

Prieto, et.al. (2017) stated that the following are the major characteristics of research:

1. **EMPIRICAL** - is based on observations and experiments of theories.
2. **SYSTEMATIC** - follows orderly and sequential procedures, based on valid procedures and principles.
3. **CONTROLLED** - In research, all variables, except those that are tested/ experimented on, are kept constant.
4. **EMPLOYS HYPOTHESIS** - refers to a search for facts, answers to questions and solutions to problems.
5. **ANALYTICAL** - shows analytical procedures in gathering the data, whether historical, descriptive, and or case study.
6. **OBJECTIVE** - it is unbiased and logical. All findings are logically based on real-life situations.
7. **ORIGINAL WORK** - it requires its own examination and produces the data needed to complete the study.

It is said that research can be done in different ways. It can be either a well-planned and methodical process that is based on keen observation and concrete and valid evaluation. Integration is the best way to evaluate the validity of a certain study.

Prieto, et.al. (2017) also added that the following are involved in the Research Processes:

1. DEFINE RESEARCH PROBLEM: What is the problem?
2. REVIEW OF RELATED LITERATURE: What evidence is already presented?
3. FORMULATING HYPOTHESIS: How are we going to find/look for the answer to questions being studied?
4. RESEARCH DESIGN: Where will the study be shown and with what population?
5. COLLECTING DATA: Are we ready to gather the data? Where do we find the data?
6. ANALYZING DATA: How do the data answer the research queries?
7. INTERPRET AND REPORT: What are the implications of the results?

According to Resnik, 2007, ethical norms are significant in conducting research studies as explained in the following:

First, ethics promotes the pursuit of knowledge, truth, and credibility. It also fosters values that are essential to collaborative work.

Second, ethical norms help individuals to be accountable in every act that the researcher/s undertake.

Third, ensure that researchers are held accountable to the public.

Lastly, an ethical norm in research also needs public awareness. This can be evaluated by the researcher before conducting the study because this may help a certain population in an area once the study is completed.

Ethical Codes and Policies for Research, Resnik, 2007

Given the importance of ethics in the conduct of a research, you will follow codes and policies for research:

| | |
|---|---|
| Honesty | Maintain all communication. Data should not be faked. |
| Objectivity | Avoid biases in experimental designs, data analysis, interpretation, expert testimony, and other aspects of research. |
| Integrity | Keep your promises and agreements. |
| Carefulness | Avoid careless errors and negligence. |
| Openness | Share data, results, ideas and tools. Be open to criticism and new ideas. |
| Confidentiality | Protect confidential communication. |
| Responsible Publication | Avoid duplicating publications. |
| Responsible Mentoring | Help to educate, mentor, and advise others. |
| Respect Colleagues | Treat all peers fairly. |
| Social Responsibility | Strive to promote social good. Avoid social harm. |
| Non- Discrimination | avoid discrimination against colleagues or students on the basis of sex, races, ethnicity, and or others. |
| Legality | Be informed and obey relevant laws and institutional governmental policies. |
| Respect of Intellectual Property | Give proper acknowledgment or credits to all researchers. |
| Human Subject | Minimize risks that involve human lives, dignity, and privacy. |



What's More

Directions: Match the characteristics of a research from Column A to Column B and write your answer in Column C.

| Column A | Column B | Column |
|---------------------------------|-------------------------|---------------|
| 1. Research is empirical. | a. own investigation | 1. _____ |
| 2. Research is systematic. | b. unbiased and logical | 2. _____ |
| 3. Research is controlled. | c. order and sequence | 3. _____ |
| 4. Research employs hypothesis. | d. direct experience | 4. _____ |
| 5. Research is analytical. | e. critical analysis | 5. _____ |
| 6. Research is objective. | f. variables | 6. _____ |
| 7. Research is original work. | g. search for facts | 7. _____ |
| | h. copyright | |



What I Have Learned

This time, you will use what you have learned from the discussion. I know you can do it!

1. Enumerate at least four (4) characteristics of research.
2. Give at least three (3) processes of a research.
3. Explain briefly the importance of ethics in research.

Your answer:

1. _____
2. _____
3. _____



What I Can Do

Directions: If given a chance to research about your favorite food during Christmas Eve, what characteristic would you choose? Explain your choice.

Your answer:

Your answer:

Lesson

3

QUANTITATIVE RESEARCH AND QUALITATIVE



What's In

In the previous lesson, you have learned the characteristics, processes and ethics of research. In the next lesson, we will talk about the difference between quantitative and qualitative research. Are you ready to learn?



What's New

Directions: Sort out the RED letters to supply and to form new words which will be written on the boxes provided below.

1. **QUALITY**

2. **EQUALLY**

N

I

I

V E

I

T

T

I

V

- In the activity above, you have formed words that will be our topic for this lesson.
Let's Jump!



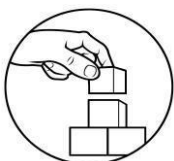
What Is It

KINDS OF RESEARCH:

QUANTITATIVE VERSUS QUALITATIVE RESEARCH

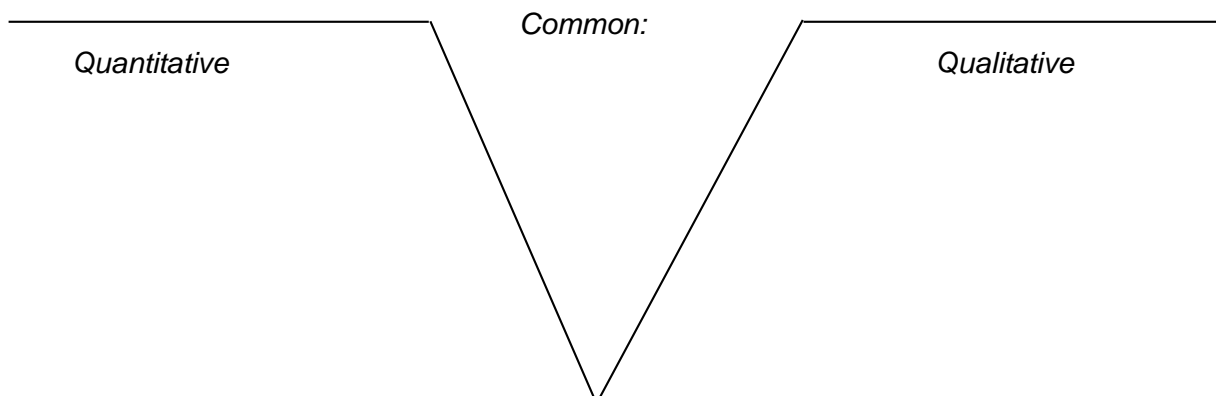
There are two categories of research methodology:

| | |
|--|--|
| <p>QUANTITATIVE RESEARCH - is a positivist scientific method which refers to a general set of orderly discipline procedures to acquire information (Beck, 2004).</p> <p>Mostly, it is concerned with numbers and measurement.</p> | <p>QUALITATIVE RESEARCH - is defined as the "naturalistic method of research which deals with the concern of human difficulty by discovering it straightly." (Beck, 2004)</p> <p>It is concerned with the experiences, understanding and words of the individual.</p> |
|--|--|



What's More

Directions: Use the graphic organizer to differentiate qualitative and quantitative research.





What I Have Learned

Directions: Answer the following questions.

1. **What is the difference between qualitative and quantitative research?**

Your answer:

2. **State the qualities of qualitative and quantitative research**

Qualitative

Quantitative



What I Can Do

Directions: Present your understanding of the lesson through a topical outline and give examples.

Qualitative Research



Quantitative Research



Lesson 4

KINDS OF RESEARCH ACROSS FIELD



What's In

Last time, we learned the difference between quantitative and qualitative research. Today, we are about to reach the finish line going to lesson 4, so hold on and do the activity.



What's New

It's guessing time!

It starts with letter Q and ends with letter E. It is a kind of research.

It seeks in-depth understanding. It is a naturalistic process.

It is concerned with understanding and words.

Q A L I A T I E



What is It

The following are some examples of titles and abstract studies in different strands in Senior High School.

Information and Communication Technology (ICT)

Why Does the Use of Social Network Site (SNS) Make Users Happy? A Qualitative Analysis

Dogan, Ugur; Uysal, Humeyra; Sidekli, Sabri International Journal of Educational Methodology, v4 n3 p109-124 2018

This study investigated the reasons why the usage of Social Network Sites (SNS) makes users happy. To this end, the study was conducted with as a qualitative research method. The phenomenological design, which is a qualitative research method, was utilized for determining why SNS usage cause happiness and having a better understanding of how SNS users describe SNSs and what they feel about it. The study group was composed of 137 university students (60 males and 77 females) attending the Faculty of Education, Faculty of Science, Faculty of Literature, and Faculty of Economics and Administrative Sciences at a university in the southwestern of Turkey. A structured, open-ended interview was used as the data collection instrument. The contributors were asked the question "Why does SNS usage cause happiness?" and their answers were retrieved. The answers were encoded and entered to the NVivo software to conduct analyses. Based on the most frequent answers of the participants, three different experts were consulted, and seven themes were created accordingly. These seven themes include Need for Stroke, Self-Concealment, Ease of Interaction, Ease of Accessing and Disseminating Information, Ease of Shopping, Leisure Activity, and Fear of Missing Out. Subcategories were also created for these seven themes. It was concluded that the theme of FoMO is nourished by all other themes.

Science, Technology, Engineering and Mathematics (STEM)

Black Undergraduate Women and Their Sense of Belonging in STEM at Predominantly White Institutions

Dortch, Deniece; Patel, Chirag NASPA Journal About Women in Higher Education, v10 n2 p202-215 2017

Because little work exists on the sense of belonging focusing on just Black undergraduate women in Science, Technology, Engineering, and Math (STEM), especially at highly selective predominantly white institutions (PWIs), this study takes a phenomenological approach to understand the lived experiences of Black undergraduate women in STEM by exploring how racial and gendered micro-aggressions influence how three African American women majoring in the sciences experience sense of belonging at PWIs. A phenomenological inductive analysis was used to compile the research findings, which indicated that racial and gender discrimination, isolation, marginalization, and alienation resulting from micro-aggressions occurred. Implications for inclusive practices are discussed.

Arts and Design

Social Phenomenological Analysis as a Research Method in Art Education: Developing an Empirical Model for Understanding Gallery Talks, Hofmann, Fabian International Journal of Education & the Arts, v17 n33 Dec 2016

Social phenomenological analysis is presented as a research method to study gallery talks or guided tours in art museums. The research method is based on the philosophical considerations of Edmund Husserl and sociological/social science concepts put forward by Max Weber and Alfred Schuetz. Its starting point is the everyday life world; the researcher interprets the phenomena that can be observed there as an individual, intersubjective accessible reflection of subjective meaning. This approach is suitable for research projects that seek correlations and structures of certain typical situations in domains that are theoretically few restructured. The article explains the methodological principles, the use and the profit of this research method.

Humanities and Social Sciences

Challenging Normative Assumptions Regarding Disengaged Youth: A Phenomenological Perspective

Lewthwaite, Brian; Wilson, Kimberley; Wallace, Valda; McGinty, Sue; Swain, Luke
International Journal of Qualitative Studies in Education (QSE), v30 n4 p388-405 2017

This paper explored the experiences of 12 young people, all teenagers, who have chosen to attend alternative schools known as flexible learning options within the Australian context. Using a phenomenological approach, the study seeks to understand their experiences outside the normalized public discourse that they had "disengaged" from mainstream school. A phenomenological approach is employed because of its potential to draw attention to predetermined assumptions about, in this study's case, student disengagement, a concept commonly framed within a pathologist and deficit perspective. The study gives evidence for the utility of a phenomenological approach in providing insight into how macrosystem policy, such as a nationalistic neoliberal agenda, influences "schooling" and subsequently students' experiences with schools.

The implications of this study with attention to the nexus between methodology and policy are discussed, especially in drawing attention to how phenomenology as a qualitative methodology provides a means of agency for the disenfranchised to challenge existing policy and public assumptions.

Sports

Parents' Perceptions of Their Children's Experiences in Physical Education and Youth Sport Na, Jaekwon Physical Educator, v72 n1 2015

The purpose of this study was to examine parents' perceptions of their children's

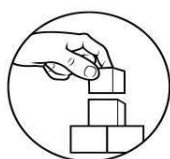
experiences in physical education and youth sport. Qualitative research design was employed in this study. Data collection methods included phenomenological interviews and qualitative questionnaires. Forty-one questionnaires were collected and analyzed through inductive analysis method to identify themes. Ten parents (either father or mother) participated in the interview process. Parents indicated aspects of physical education classes (learning life skills, playing time, and health promotion) and aspects of youth sport (learning life skills and health promotion). Parents believed that their children learned more from youth sport than physical education because of deeper understanding in one sport, children's choice of activities, and parental involvement.

Agriculture

Reflective Journeys of Five Women Agriculturists in Australia: A Qualitative Study

Stephens, Carrie A.; Brawner, Shelby; Dean, Amanda; Stripling, Christopher T.; Sanok, Danielle *Journal of Agricultural Education*, v59 n1 p271-286 2018

Women comprise the minority in production agriculture leadership, and their leadership roles in agricultural industries are rarely explored. The purpose of this study was to explore the reflective journeys of five Australian women in production agriculture. The central research questions asked were "What lived experiences helped you obtain your leadership position and what leadership characteristics do you identify as essential in your success?" This study used a phenomenological approach, as reflecting upon the subjects past cultural experiences was crucial in understanding their current positions in life and leadership. Five women in agriculture from Australia served as the participants for this study, and they were selected based upon their leadership presence in Australia. Specific themes were generated which included (a) childhood experiences, (b) current family dynamics, (c) hardship, and (d) perception of leadership style. The perception of leadership style is further divided into three sub-themes: (a) self-perception of leadership, (b) leading by example, and (c) outreach efforts for women in the industry. The five women whose personal journeys were explored are primarily concerned with improving the knowledge given to them and presenting new opportunities to other women when they can. Some recommendations for future research are "What are the reflective journey stories of women agriculturists in the United States?", "What are reflective journey stories of men engaged in agriculture industries?" and "What mentoring strategies are being utilized to recruit and retain women in agriculture industry fields?"



What's More

Directions: Answer the following situations below:

1. What are the possible
Your Answer:

2. You are chosen in the class to give possible problems in school, family, and population.
Your answer:

School:

Family:

Population:



What I Have Learned

Directions: Answer the following questions below

1. Enumerate the sample learning areas that can be used in research.

•
•
•



What I can do

Directions: Reread your answers to the activity about giving possible problems in the situations. This time, provide possible solutions to the WHAT'S MORE ACTIVITY

School:

Family:

Population:



Assessment

Directions: Encircle and choose the best answer that corresponds to each question.

1. It is a research method that refers to a general set of orderly, disciplined procedures to acquire evidence.
A. Quantitative
B. Qualitative
C. Case Study
D. Thesis
2. It is a research method that refers to a naturalistic method of inquiry of research which deals with the issue of human complexity by exploring it directly.
A. Case Study
B. Quantitative
C. Thesis
D. Qualitative
3. It is an ethics of a research that gives proper acknowledgment or credit to all researchers.
A. Intellectual Property
B. Responsible Mentoring
C. Socially Responsible
D. Confidentiality
4. It is an ethics of research that means keeping promises and agreements.
A. Honesty
B. Objectivity
C. Integrity
D. Openness

5. It is a characteristic of research that refers to searching facts, answers to questions and solutions to problems.

| | |
|-----------------------|--------------|
| A. Systematic | C. Objective |
| B. Employs Hypothesis | D. Empirical |

6. It is a characteristic of research that refers to the unbiased and logical.

| | |
|------------------|---------------|
| A. Objective | C. Analytical |
| B. Original Work | D. Empirical |

7. It is a characteristic of research that follows orderly and sequential procedures, based on valid procedure and principle.

| | |
|---------------|------------------|
| A. Systematic | C. Original Work |
| B. Objective | D. Analytical |

8. It is a characteristic of a research that is based on direct experience or observation by the researcher.

| | |
|---------------|---------------|
| A. Objective | C. Controlled |
| B. Systematic | D. Empirical |

9. It is a process that answers how to identify or select your respondents.

| | |
|------------------|---------------------------------|
| A. Sampling | C. Review of Related Literature |
| B. Data Analysis | D. Interpreting Data |

10. It is a process that answers what information is already available.

| | |
|---------------------------------|----------------------|
| A. Review of Related Literature | C. Interpreting Data |
| B. Sampling | D. Data Analysis |

11. It is a process that answers how the findings are in relation to the hypothesis

| | |
|-----------------------|---------------------------|
| A. Drawing conclusion | C. Interpreting Data |
| B. Data Analysis | D. Formulating Hypothesis |

12. It is a process that answers what is the problem and why it should be studied.

| | |
|---------------------------------|-------------------------|
| A. Formulating Hypothesis | C. Identifying Problems |
| B. Review of Related Literature | D. Analyzing Data |

13. It is a structured way of collecting and analyzing data obtained from different sources.

| | |
|--------------------------|-------------------------|
| A. Hypothesis | C. Variables |
| B. Quantitative Research | D. Qualitative Research |

14. It is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting.

| | |
|--------------------------|---------------|
| A. Qualitative Research | C. Variables |
| B. Quantitative Research | D. Hypothesis |

15. It is a systematic inquiry that describes, explains, predicts, and controls the observed phenomenon.

| | | | |
|-------------|-------------|-----------|---------------|
| A. Research | B. Analysis | C. Thesis | D. Case Study |
|-------------|-------------|-----------|---------------|



Additional Activity

Directions: Have a research notebook for your writing activity.

REFERENCES:

1. Naval, V., Prieto, N., Carey T. (2017). Practical Research 1 for Senior High School. Cubao, Quezon City. Lorimar Publishing Inc. p. 11,15,
2. Cristobal, A., Cristobal, MCD. (2017). Practical Research 1 for Senior High School. South Triangle, Quezon City. C&E Publishing Company, Inc. Pp,4,17-18,33-34.



Answer

What can I do:

1. medical examination/ victim injuries
2. toxicology report

A rape case

2. To attain knowledge.

1. To seek a solution from the problem.

Two (2) importance of research:

and sources to create facts and reach new inferences.

Research is an organized investigation and study of materials

What I have learned!

Enrichment Activity

What's More

1. Research is empirical
2. Research is systematic
3. Research is controlled
4. Research employs hypothesis
5. Research is analytical
6. Research is objective
7. Research is original work

Column A

- a. own investigation
- b. unbiased and logical
- c. order and sequence
- d. direct experience
- e. critical analysis
- f. variables
- g. search for facts
- h. copyright

Column B

1. d
2. c
3. f
4. g
5. e
6. b
7. a

Column C

1. research
 2. qualitative
 3. quantitative
- Lesson 2.**
- What's New**
- Answers may vary.

Lesson 4**What's New**

1. Qualitative

What's More

1. Answers may vary.
2. Answers may vary.

What I have learned

1. sports
2. humanities, arts, and designs

Lesson 3.**What's New**

1. quality

2. equally

What's More

QUALITATIVE RESEARCH- is defined as the "naturalistic method of research which deals with the concern of human difficulty by discovering it straightly".

QUANTITATIVE RESEARCH- is a positivist scientific method which refers to a general set of orderly discipline procedures to acquire information.

What I have learned

- I. Qualitative is more on naturalistic methods while quantitative research is more on acquired information.
- II. Qualitative is more concerned in numbers and letters while quantitative research is more experiences, understandings, and words of the individual.

What can I do

1. Answers may vary.

What I have learned**I.**

1. empirical

2. logical

3. systematic

II.

1. Define research problem

2. Review of related literature

3. Formulating hypothesis

- III. Answers may vary.

For inquiries or feedback, please write or call:

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