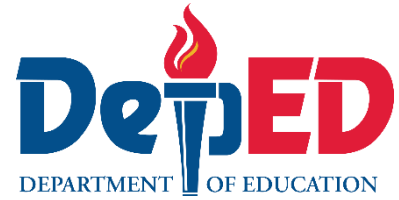
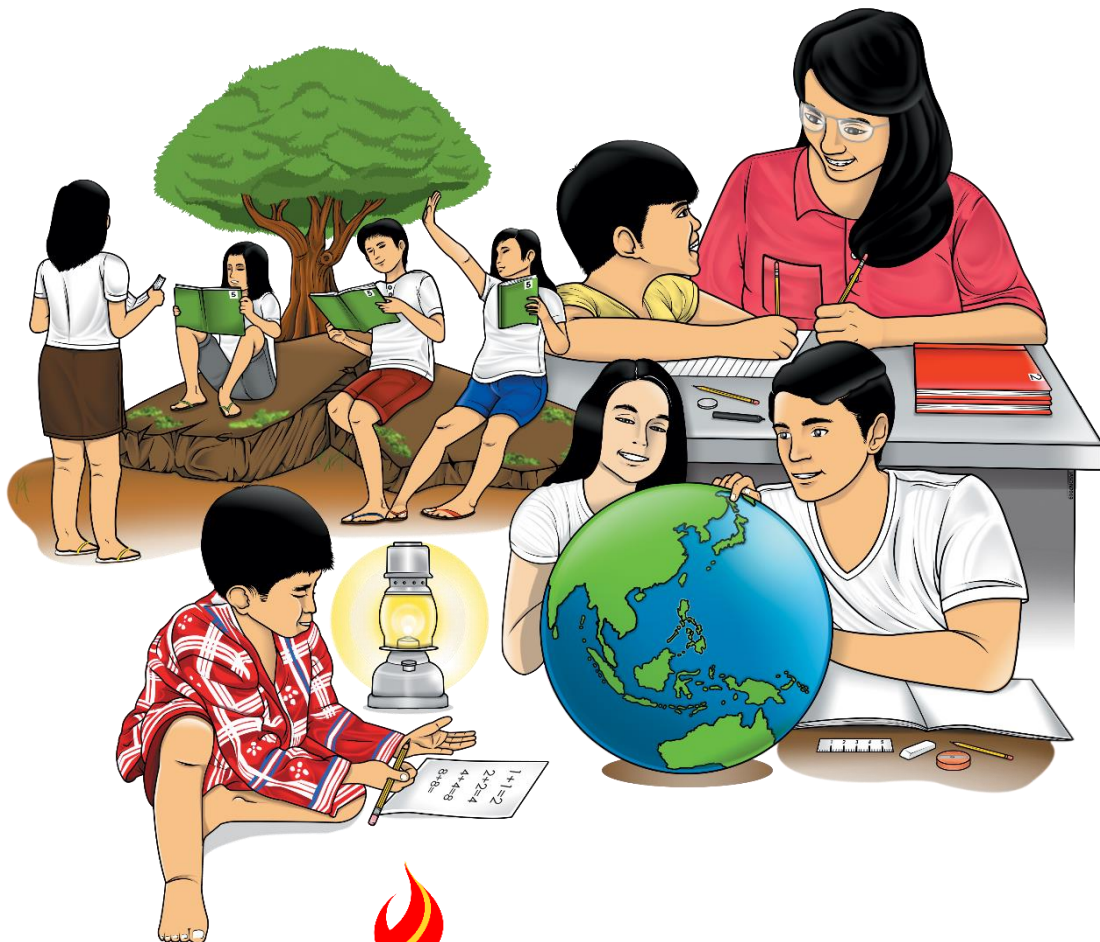


Senior High School



Practical Research 1

Quarter 2 - Module 5: UNDERSTANDING DATA AND WAYS TO SYSTEMATICALLY COLLECT DATA



Practical Research 1 – Senior High School
Alternative Delivery Mode
Quarter 2 – Module 5: Understanding Data and Ways to Systematically
Collect Data
First Edition, 2019

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Senior High School

Practical Research 1

**Quarter 2 - Module 5:
UNDERSTANDING DATA AND WAYS TO
SYSTEMATICALLY COLLECT DATA**

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

In qualitative research, it is important to know how you can collect information for your research topic. This module covers the steps on how to define data and make a research design. It will help you to develop your problem solving and critical thinking skills.

This module will cover the following lessons:

LESSON 1: Qualitative research design

LESSON 2: Sampling

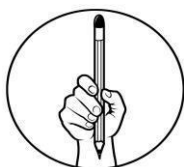
LESSON 3: The data and data collection

LESSON 4: Writing your research methodology

LESSON 5: Gathering your data

After reading this module, you will be able to do the following:

- Choose a relevant qualitative research design, **CS_RS11-IVa-c-1**
- Describe a sample and know the process of sampling, **CS_RS11-IVa-c-2**
- Plan on how to collect data, **CS_RS11-IVa-c-3**
- Apply the steps in writing a research methodology, **CS_RS11-IVa-c-4**



What I Know

Directions: Before you start the lesson, please answer the following questions for the **Pre-test**. Choose the letter of the correct answer.

1. It is a process of structuring techniques and strategies that helps researchers solve their problems or answer their inquiry.
A. Research blueprint
B. Research design
C. Research ethics
D. Research proposal
2. It is commonly used to elicit different ideas, opinions, or beliefs from the respondents.
A. Ethnography B. Grounded theory C. Case study D. Phenomenology
3. It is a set of characteristics representing the research variable.
A. Data B. Population C. Sample D. Variable set
4. It is a group of individuals that represents characteristics of a population.
A. Data B. Population C. Sample D. Variable set
5. This type of data collection method is used when the participants of the study are very young children and those with disabilities.
A. Observation C. FGD
B. Interview D. Document Review
6. It is a form of interview wherein the researcher uses an interview schedule and a set of prepared questions, which are unchangeable, to ask from one respondent to another.
A. Unstructured interview C. Structured Interview
B. Semi-structured interview D. Group Interview

7. Pedro uses convenience sampling to gather respondents for his research. Choose an explanation on how he can properly use this sampling technique.
 - A. Gather respondents who are readily available regardless of any criteria and qualifications
 - B. Ask his friends if they know someone who is willing to participate in his research
 - C. Use his friends as research respondents
 - D. Use a set of criteria and qualifications to be followed before selecting respondents

8. As a researcher, how are you going to use phenomenology as an approach to a qualitative study about the people affected by typhoon Yolanda?
 - A. Ask the victims on their experiences during the typhoon
 - B. Look for historical data about instances where Yolanda survivors experienced flooding in the past
 - C. Have an in-depth understanding on the socio-economic impact of typhoons
 - D. Formulate a theory

9. Maya used an unstructured interview as her data gathering instrument for her research. What type of data do you think Maya will get from her respondents?
 - A. Answers that are straight to the point based on what is written on her interview questions.
 - B. Answers that are conversation-like because her questions are based on her outline only.
 - C. Answers that are based on her interview questions and follow up answers that are not found on her written questions
 - D. None of the Above

10. What is the difference between naturalistic observation and non-naturalistic observation?
 - A. The difference is on how the researchers approach their respondent
 - B. The difference is on the type of environment that the subjects are to be observed
 - C. The difference is on the experience of the researcher based on the type of observation
 - D. There is no difference

11. What type of data gathering instrument is best used for Ethnographic studies?

A. Observation	C. FGD
B. Interview	D. Questionnaire

12. Which pair do not belong to the group of data gathering instruments for qualitative research?
 - A. Ethnography: Observation
 - B. Grounded theory: Interview
 - C. Historical Approach: Questionnaire
 - D. Phenomenology: Interview

13. This type of qualitative inquiry involves studying a particular group or population in the natural setting or habitat.

A. Ethnography	C. Case study
B. Grounded theory	D. Phenomenology

14. This type of qualitative inquiry describes the common meaning of several individuals' lived experiences about a phenomenon.

A. Ethnography	C. Case study
B. Grounded theory	D. Phenomenology

15. It refers to any procedure done to select samples.
A. Experimentation B. Replication C. Sampling D. Treatment
16. This type of sampling takes advantage of whatever is readily available in the environment.
A. Convenience sampling C. Opportunistic sampling
B. Snowball sampling D. Homogenous sampling
17. This type of sampling is done by asking relevant people if they know somebody who is willing to participate in the study.
A. Convenience sampling C. Opportunistic sampling
B. Snowball sampling D. Homogenous sampling
18. The following are considered as data gathering instrument EXCEPT:
A. Interviews B. Observation C. Questionnaire D. Internet
19. Sophia wants to study the behavior of baby pandas when placed in a controlled environment. What data gathering instrument will Sophia be using?
A. Observation C. FGD
B. Interview D. Questionnaire
20. This type of data gathering instrument is used when the researcher personally asks the respondents about the information they need.
A. Observation C. FGD
B. Interview D. Questionnaire

END OF PRE-TEST

Lesson 1

QUALITATIVE RESEARCH DESIGN



What's In

You have probably learned how to write the first few chapters of your research paper. By getting it this far, I would like to say **CONGRATULATIONS!**

Now, we are on the next step on continuing your research paper. I would assume that you now have your own topic to pursue. This lesson will teach you on the basics of qualitative research design.



What's New

Let us try and start writing our initial research design with the use of the 5W's. You can work with someone in the class and try to compare notes so that we can have a collaboration of ideas. Try to write down the 5 W's to the topic provided below:

Topic: Researching high school dropouts in Valencia City, Bukidnon. This is done to know the reasons why students choose to drop out of their high school education and to give possible solutions to this problem

What:

Why:

Who:

Where:

When:



What Is It

What is a research design?

Similar to building a house, a research design is your guide for you to finish your research. This may include answering the 5W's:

What? Why? Who? Where? When?

Dawson (2002) explains the importance of these questions on *how* you are going to get the answers for your research questions.

What is your research all about? What do you want to find out? What problems do you want to solve? It is important to have answers to these questions in the very beginning of your research. Answers to these questions will give you guide on how you are going to approach your research topic.

Why do you want to do your research? This question should be answered at the significance of the study. It may be that you want to do your research because it is a requirement. However, there are other reasons as to why you *chose* that specific topic. Whatever the reason may be, it is important to have a clear vision on why you want to continue your research.

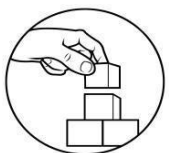
Who will take part in your research? Who will participate in your study? You should have a clear indication on the specific type of people that will take part in your study (age, gender, economic status, etc.).

Where will you gather all information needed for your research? This part of your research should take into consideration your capabilities as a researcher. If you think that your data and participants in research will be too far away, then it's much better to change your topic. You will learn more about this in the following discussions.

Finally, **when** are you going to start gathering information for your research? When will you do interviews? When will you interpret and analyze your data? This should be answered immediately knowing that you only have a short time in completing your work.

How do we relate the 5W's to research design?

Knowing how to answer those questions in your own topic saves you a lot of time in thinking about your research as a whole. You need to have a clear indication *what* your research is all about, *why* you want to do it, *who* will be your respondents, *where* are you going to get the information and *when* will you get it.



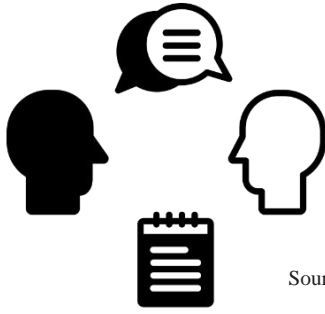
What's More

Choosing the appropriate research design

There are 4 approaches in research design:

- Ethnography
- Case Study
- Phenomenology
- Historical Approach
-

Ethnography



From the word ethno=people and graphy= writing. Ethnography translates to writing about people.

This type of approach to qualitative research aims to study a particular group of people in their natural settings. This particular study wants to describe and interpret the behavior of different kinds of people, culture or population. This can pertain to a specific type of culture, community, school, or workplace.

Source: <http://www.ala.org/lita/contextual-inquiry-using-ethnographic-research-impact-your-library-ux>



Photo Courtesy: Nadezda Pascual (2018)



Photo Courtesy: Nadezda Pascual (2018)

For example, you may want to study a particular type of indigenous people, or you may want to study about the behavior of students in a classroom. This type of approach is the most appropriate for your research.

Case Study

If you want to learn deeper and more specific details of a certain situation, group of people or an individual, you may want to use case studies. The difference of case study with other approaches to qualitative research is that it gives a more in-depth analysis to a topic with a use of more data gathering procedures at the same time. The problem with case studies is that it's more difficult to use especially if it is your first time making a research paper.

Phenomenology

This type of approach to qualitative research wants to study the *phenomenon* or experiences of people. The purpose of this approach is to give an idea on how individuals or a group of people react or experience a certain phenomenon.

A phenomenon can be a rare occurrence or an experience of an individual that is not common. An example of this can be applied when we want to study about the experiences of teenagers to bullying or physical abuse.

Historical Approach

To give you a proper explanation of this type of approach, think of the 1986 EDSA Revolution; think about World War II or the past presidential elections. Historical approach is a systematic collection and evaluation of information which have occurred in the past. This can be in a form of documents, stories, artifacts, videos, etc. What you want to do is to examine the validity of these documents, or if you want to add more information about a past

event that hasn't yet emerged. You might want to ask questions like "What is the purpose of the document?" "Are there other forms of documents or information that I can add?"



What I have learned

As a student doing research, what is the importance of having a research design?

How will you use your chosen approach in research design for your own research?



What I can do

Read the following scenarios and try to identify which approach in research design is appropriate to use (Historical Approach, Phenomenology, Case Study or Ethnography)

1. A researcher wants to study the farming techniques and livelihood of Lumads and how it is tied to the culture of their people.

2. A research study will be conducted on the experiences of several people in the communities that were affected by typhoon Yolanda.

3. A researcher wants to have an examination on the accuracy of information in the documents that were found during the martial law era.

Lesson

2

SAMPLING



What's In

Now that you are done with the first lesson, you now know that the different approaches to qualitative research design are ethnography, case study, phenomenology, grounded theory and historical approach.

In this lesson, we are going to talk about SAMPLING and its importance to research design.

If you may get a chance to access the internet, you can go here <https://bit.ly/2Ik5l8p> for a short video lesson about sampling.



What's New

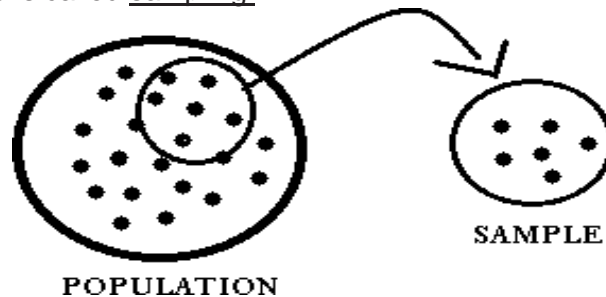
To have a basic understanding on the concept of sampling, you will need a cup full of pebbles. Reach inside the cup and take a few pebbles out. Now, think of the pebbles as people that you will need to interview for your research. Those pebbles that you took out from the cup will be the ones who will participate in your interview. Take note that not all pebbles are included. Why do you think it is important to include only a portion of the pebbles and not all of them for your “interview”?



What Is It

In gathering data for your research using different data gathering instruments, you would want to choose only a few people to interview or be part of your study. That is the concept of sampling.

- Population - the complete group of people, animals or objects that have the same characteristics that the research needs
- Sample - a group of individuals that represent the population. The process of choosing a sample is called sampling.



STEPS IN SAMPLING

1. Identify the population of interest

If you want to focus your study on the reasons why teenagers are dropping out from schools, then what will be your population of interest? When choosing your population of interest, you should think WHO will be directly affected from this study and WHO will be the potential respondents. In this case, your population of interest should be teachers and out of school youths. However, it still too broad to say that teachers and youths will be your population because there are lots of schools in our province alone. Therefore, we need to proceed to the next step.

2. Specify a sampling frame

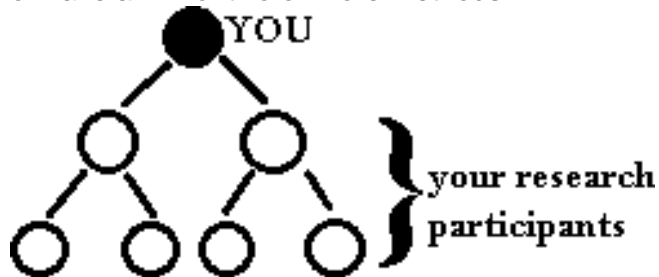
It's very difficult to say that your population will be teachers and out of school youths. Teachers from what school? Out of school youth from what place? If we simply say those are your population, then it will be difficult for us to identify who will be your respondents. Therefore, we need to specify WHO we want to include in our study. You may want to choose your sampling frame to a place where you are residing so that it will be easier to gather respondents.

For example: I am currently residing at Valencia City, Bukidnon. I would want my sampling frame to be taken from a population in Valencia City, Bukidnon. More specifically, I would like to take samples at Valencia National High School because it is near where I am. Thus, my samples will be taken from **teachers** working at Valencia

National High school and **out of school youth** at Valencia City.

3. Specify a sampling method

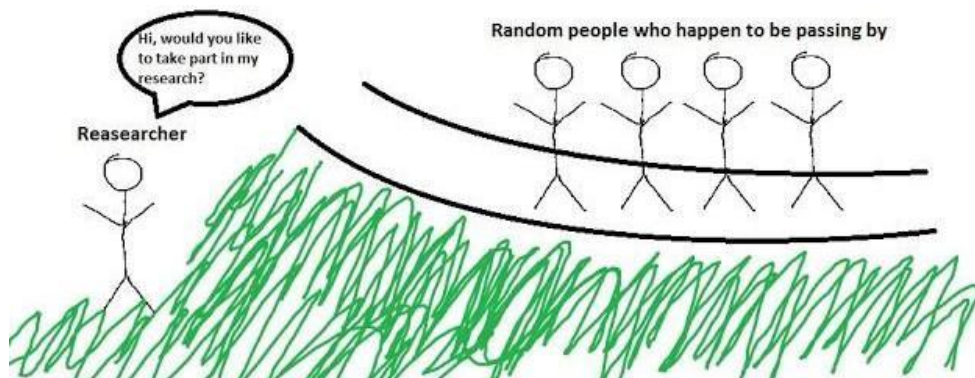
There are many types of sampling method for qualitative research. Here are some of the most common and easiest sampling methods to be used. You can either choose one method to use or have a mix of two or more methods:



Snowball sampling- this is done by asking relevant people if they know someone who will be willing to participate in your research. You can put criteria or other qualifications for your respondents. You can use social media for “crowd sourcing” or ask someone in your community on who is willing and qualified to participate in your research.

Opportunistic Sampling- this is a type of sampling that takes sample or respondents that are readily available. For example, you may choose respondents in your community where you can just pick anyone within a close range. Refer to the image below:

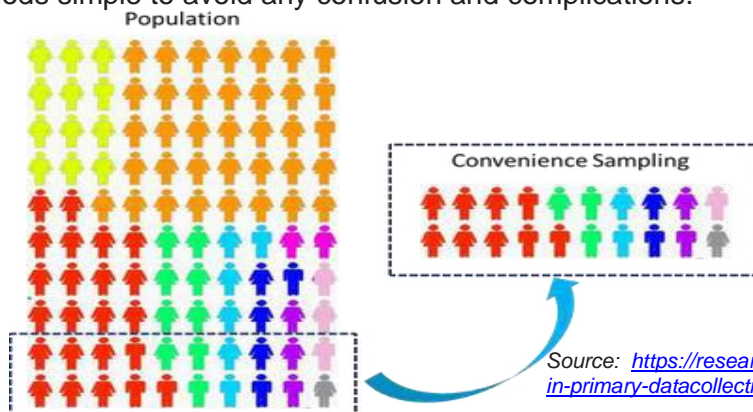
Convenience Sampling- using this kind of sampling technique involves selecting people



Source: <http://wjecsociologyrevision.blogspot.com/2016/02/research-methods-opportunity-sampling.html>

that are the most convenient for you as a researcher. You may use someone you already know as a respondent because it will save you time and effort in looking for someone who will participate in your study.

These sampling methods are SOME of the methods that you can use for your research. There are many methods to choose from, but it is important to keep your methods simple to avoid any confusion and complications.



Source: <https://research-methodology.net/sampling-in-primary-datacollection/convenience-sampling/>

4. Determine your sample size

A book on high school research by Clemente R. F., Julaton A. B. E. and Orleans, A. V. discusses how to determine your sample sizes. There can be two approaches to determine your sample size:

- a. You determine your sample size depending on whether your data will reach its *saturation point*.

What does saturation point of a data?

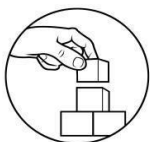
When you conduct face to face interviews with your respondents, you may notice that there will be patterns and similar answers to your questions as you increase the number of people that you are interviewing. If you realize that there are no new answers and the pattern seems to be the same on, let's say, the 10th interview, then it can be assumed that it will be your sample size because you have reached the saturation point of your data.

- b. Another way to choose sample size depends on the type of approach that you are going to use for your research. It was cited from Creswell (2013) that 1-10 subjects are recommended for phenomenology. Dukes (1984) stated that there should be 20-30 individuals for grounded theory and Charmaz (2006) indicated that there should be 4-5 respondents for case studies and a single culture-sharing group for ethnography.

Therefore, your sample size is the *number* of individuals that you are going to use for your study, and it is up to you to determine which approach you are going to use in choosing your sample size.

5. Implement the plan

That's it! If you follow the steps correctly, with a little help and guidance, you can now implement your sampling techniques and select respondents that can be a part of your research. It is important to take note of all the details because you need to write it down in your research paper.



What's More

Read the following scenarios and identify what type of sampling method is being use (Snowball sampling, Opportunistic sampling, Convenience sampling).

1. A research about customer satisfaction in a specific restaurant uses this kind of sampling technique by giving survey questionnaires to any customer that enters their establishment. They take advantage of whoever is readily available and does not consider any criteria for choosing them as respondents in the survey.

2. Ace is a psychology professor and wants to conduct research about psychosis and schizophrenia. In order to get participants for his study, he enlisted the help of his previous patients which he now considers as his close friends to be his respondents.

3. Shiela used crowdsourcing through facebook to look for respondents in her study about behavioral psychology. She posted a status asking her friends if they know someone that is willing to participate in her study.
-



What I have learned

In lesson 2, I have learned the different steps in sampling which are:

1. _____
2. _____
3. _____
4. _____
5. _____

What would happen if the different steps in sampling would not be followed correctly?



What I can do

Answer the following items carefully:

1. Based on the example found, specify a sampling frame:

I am currently residing in Valencia City, Bukidnon. I would want my sampling frame to be taken from a population in Valencia City, Bukidnon. More specifically, I would like to take samples at Valencia National High School because it is near where I live. Thus, my samples will be taken from **teachers** working at Valencia National High school and **out of school youth** at Valencia City.

Then, write your own sampling frame based on your research topic and your answers to activity 1.

2. What sampling technique are you going to use for your own research topic? Why?

After you have finished your activity, you may show it to your teacher for further corrections or you may opt to proceed to the next part of the lesson.

Lesson

3

THE DATA AND DATA COLLECTION



What's In

In lesson 2, we discussed the different types of sampling and steps in sampling. In this lesson, we are going to know what data is and how to collect data. In qualitative research, it is important to gather relevant data so that there will be meaningful analysis in your research study.



What's New

Try to answer the following questions:

1. What is the difference between primary and secondary sources?
2. What are examples of primary and secondary sources?
3. Why do you think primary sources are more reliable than secondary sources?

You can use textbooks or browse the internet for your answers. This is only to test your ability to look for information beyond the module. You may present your answer at the next session of the class.



What is it

What is data?

Your data is all the information that you will gather throughout your research.

How do we collect our qualitative data?

One way to collect qualitative data is to gather your data from different sources of information. Some of these sources can include books, encyclopedias, websites and first-hand information from people.

There are two classifications of data based on their use and source.

- ✚ **PRIMARY DATA** refers to first-hand information based on actual experiences or observations. This kind of data is more reliable to use because it is gathered by the actual researchers. Say you want to ask people in the community if they agree to a certain law that is being implemented by the local government. Their answers can be considered as primary data.

Examples of primary data includes: data taken personally through interview, personally observing people to get visual data.

- ✚ **SECONDARY DATA** are data that are gathered from secondary sources, meaning it is not *you* that have obtained the information but rather, it comes from previous research, audio recordings or books. One advantage of secondary data is that it is readily available to use, comparing it to primary data where you have to gather the information yourself.

Examples of secondary data includes: information from your barangay census on the number of population in the area

DATA COLLECTION INSTRUMENTS

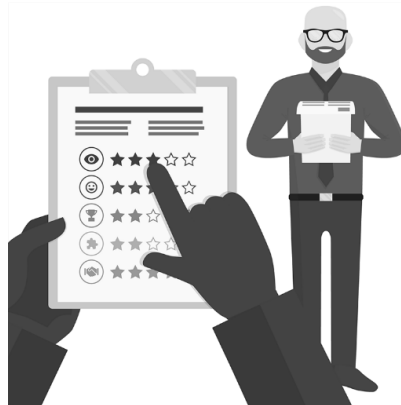
These are the tools that you need to use so that you can gather your primary data when you conduct your research. You can even choose one or more instruments to use.

The important thing is that you are knowledgeable to use these in such a way that it will not become a hindrance in completing your research.

1. Ine

In qualitative research, doing interviews is the most common type of instrument that is being used. Interviews are done by having a set of questions to your respondents and letting them answer as truthfully as possible. There are mainly three types of interview:

- Structured Interview- this type of interview has a set of predetermined questions that are ready to use. If you are using a structured interview as your instrument to gather data, take note that you should not ask beyond what is written in your interview questions.



Source:<https://newtonsoftware.com/structured-hiring/>

- Unstructured Interview- this type of interview is the opposite of structured interview. You are not required to make a set of pre-made questions, but rather make an OUTLINE or what kind of questions you want to ask your respondents. Dawson (2002) calls this type of interview as life history interview. That is because you want to understand the point of view of your respondents, hence it is not advisable to use a pre-made questions. You want them to tell you a story, your respondents are free to talk about what they want to share with a little guide question from you as a researcher.
- Semi-structured Interview- this type of interview is a mix of structured and unstructured interview. It may be one of the most common types of interviews. You have to prepare a set of questions; however, you are also free to ask to follow up questions to your respondents if you want to clarify something or add information that is not available to you. This type of interview is also flexible that is why it is preferred to be used by most researchers.



Source: <https://araba.com.ng/2016/03/6-different-types-interviews-must-know/Sia6nra8t/>

2. Observations

Another data gathering instrument that is being used most in ethnography is observations. This happens when a researcher observes and takes notes of the behavior of people that they want to be a part of their research. There are three types of observations:

- ✚ Naturalistic Observation- this happens when a researcher observes the behavior of a group of people in their natural setting. For example, you want to observe the behavior of students inside a classroom without putting any external disturbances on them then you are using naturalistic observation.
- ✚ Participative Observation- this observation happens when a researcher takes part on the activities of the group of people that they are observing. Say for example you want to study the daily routine of a *Lumad* community. To have a better understanding of what their everyday activities are, you as a researcher decided to join a community so that you can immerse yourself in their daily life. This is utilizing participative observation.
- ✚ Non-naturalistic Observation- this type of observation happens when you take your respondents out of their natural environment and put them in an environment of your choice. You observe how people behave when they are not in their usual settings. One situation for this is taking a group of high school students and letting them attend one or two college classes where you must observe their learning behaviors. Non-naturalistic observation is where you as a researcher decides what is the “ideal” environment for you to complete your research.

3. Questionnaires

Questionnaires are also one of the most common types of instruments that is being used by qualitative researchers. This is somewhat similar to interviews based on the format of questions that is being used. There are three types of questionnaires:

- ✚ Closed-ended questionnaires- this type of questionnaire is similar to a structured interview. This is mostly used when you want to conduct surveys on your respondents. This is mostly for statistical purposes and the questions are already prepared for your respondents to answer. These types of questionnaires usually have boxes for the respondents to put a check mark.

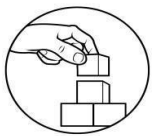


Source: <https://sociologytwynham.com/2014/11/29/questionnaires/>

- ✚ Open-ended questionnaires- unlike close-ended questionnaires, this type of questionnaire leaves a blank space for the respondents to give their point of view about a specific question.
- ✚ Combination of both- this type of questionnaire combines both the close-ended and open-ended questionnaires. For example, you may want to ask a yes or no question to your respondents and also want them to explain *why* they have answered yes *or no*.

4. Focus Group Discussion

This type of data gathering instrument focuses on groups of people being interviewed at the same time. This relies on the respondents to give a discussion amongst themselves on the questions that you, the researcher, give. You will serve as the *moderator* or *facilitator*. Put three or more people around a table and give them guide questions for them to discuss among themselves. Your role as the researcher and facilitator is to take note of their discussions.



What's More

Answer the following items carefully.

1. The following are considered as data gathering instruments EXCEPT:
 - A. Interviews
 - B. Observation
 - C. Questionnaire
 - D. The internet

2. This type of observation requires the researcher to be involved in the usual activities of the subjects that they are researching.
 - A. Naturalistic observation
 - B. Participative observation
 - C. Non-naturalistic observation
 - D. None of the above

3. Steve distributed a data gathering instrument where respondents are requested to supply the necessary information in the blanks placed after each statement or question. What data gathering instrument is Steve using?
 - A. Observation
 - B. Interview
 - C. Questionnaire
 - D. Focus Group Discussions

4. Sophia wants to study the behavior of baby pandas when placed in a controlled environment. What data gathering instrument will Sophia be using?
 - A. Observation
 - B. Interview
 - C. Questionnaire
 - D. Focus Group Discussions

5. This type of data gathering instrument is used when the researcher personally asks the respondents about the information that the researcher needs.
 - A. Observation
 - B. Interview
 - C. Questionnaire
 - D. Focus Group Discussions



What I have learned

In lesson 3, I have learned the different types of data gathering instruments which are:

1. _____
2. _____
3. _____
4. _____

How would you summarize the basic uses of the different data gathering instruments?



What I can do

Write your answer on the space provided

1. What data gathering instrument are you going to use for your own research topic? Why?

2. As a researcher, how will you make sure that your data gathering is reliable?

After you have finished your activity, you may show it to your teacher for further corrections or you may opt to proceed to the next part of the lesson.

Lesson 4

GATHERING YOUR DATA



What's In

Going back to the previous lesson, you have already studied the different types of observations and interviews. In this lesson, you are required to make actual observations and interviews in an environment of your choice.



What's New

Try to make a simple observation in your surroundings. It can be at your home, in your community, or at school. Take note of what you are observing.

Additionally, interview a family member about his/her personal experience. Take note of his/her answers.



What Is It

There are several steps in the observation process as discussed by Creswell (2007).

- **Select where you want to conduct your observation.** This can be a classroom, community or a home where you want to observe the different behavior of the participants for your research. To do this, you need to make a communication letter to the concern authorities so that you will be allowed to have access to a particular place of observation.

Note: *it is important to ask permission to who is in-charge of a particular place where you will conduct your observation. Some place may not allow you to take pictures or record videos, therefore, it is important to make a formal letter to avoid unnecessary problems.*

- **Find the means to gather your observed data.** This can include recording devices like cameras or phones or the more traditional recording devices like taking down notes on what you, as the researcher, have observed first-hand.
- **Take your time to write down the important details.** You may be overwhelmed the number of things that you will be observing. Try to focus on the important details that relate to your research question. Make sure that you have your field notes with you where you will need to write the things that can be useful for your research.

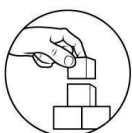
- **What kind of observation will you be using?** Will it be a naturalistic observation? Non-naturalistic? Or participative observation? You need to have a clear indication on what will be your role as an observer.
- **Politely thank the participants.**

How do we conduct a proper interview?

- Find out what type of interview you will be using. If you think that there is still lacking data from your observation, try to find out if you may need to use other interview methods so that you can gather more information for your research. You may choose to use either structured, unstructured, or semi-structured interview.
- Secure a letter of communication to the people that you want to interview. With the same protocol for the observation method, you need to have a formal letter asking for permission to conduct an interview with the participants.
- Make sure that you have your interview questions. Do not forget to prepare your guide questions before conducting a proper interview. These guide questions should be based on your research questions so that you can get all the information that you will need for your study.
- Have the right equipment. Make sure that you have audio recording devices that are fully charged. You cannot take note of every answer of the participants so it's better to have devices that can record the exact answer of your participant.
- Let the participant choose where they want the interview to be conducted.
- Politely thank the participants afterwards.

How to establish a good relationship and communication with your participants?

- Treat your participants with respect.
- Wear proper and formal outfit during the interview.
- Maintain eye contact and do not be afraid to engage in a conversation with your participant.
- Do not ask personal questions that are not related to your research.
- Do not forget to thank them for their time and participation.



What's More

Before proceeding with your observation and interview, you need to make a communication letter to the community where you plan to gather the data.

1. Write a communication letter. You may use this template as your guide.

[DATE]

Ana Apostol Rempohito
Punong Barangay
Brgy. Poblacion, Valencia City, Bukidnon

Sir
Good day.

We, the students of Valencia National High School are currently enrolled in Practical Research I in the open high school curriculum. One of the requirements for this subject is to make a research paper.

In this connection, we would like to ask approval from your office to allow us to conduct research on the qualitative analysis on the effectiveness of 4P's at Wao, Lanao del Sur and to conduct an interview to the residents of this barangay that are 4P's beneficiaries.

We appreciate your time and help in this academic exercise. Thank you and very much power.

Respectfully,
[YOUR NAME HERE]

Noted:
RESEARCH ADVISER
Adviser

Approved:

ANA APOSTOL REMPOHITO
Punong Barangay



What I have learned

1. The steps that I have learned on making observations are:

2. To establish a good relationship with my interview participants, I should:



What I can do

Go back to the activity that we did during the start of this lesson. Taking that into consideration, make your own observation and interview protocols based on the template:

a. Sample Observation Protocol

DURATION OF THE ACTIVITY: _____	
Descriptive Notes	Reflective Notes
General: (Objective of your research)	
Start of observation:	

b. Interview Protocol

Sample Interview Protocol
Name (Optional): _____
Age: _____ Sex: _____ Interview Date: _____
Good day! We are students currently enrolled in Practical Research I under the Open High School program of _____ school _____. This is an interview for our study _____ (your research topic) _____. We would like to ask for your permission to allow us to ask some questions regarding your experiences and opinions. Rest assured that the answers you will give us will be for academic purposes only and will not be used for any personal gains. Please try to answer all questions as honestly and accurately as you can.
Question no. 1 _____
Question no. 2 _____
Question no. 3 _____
Question no. 4 _____
Question no. 5 _____

After you have finished with the activity, you may show it to your practical research teacher for further correction so that you can proceed to the next module.



Assessment

To evaluate all the lessons that you have tackled in this chapter, answer the following items for the **POST-TEST**.

The answers can be found on page 26

Multiple Choice. Choose the letter of the correct answer.

1. This type of sampling takes advantage of whatever is readily available in their environment.
A. Convenience sampling
B. Opportunistic sampling
C. Snowball sampling
D. Homogenous sampling
2. This type of data gathering instrument is used when the researcher personally asks the respondents about the information that they need.
A. Observation
B. Interview
C. Focus Group Discussion
D. Questionnaire
3. It is a set of characteristics representing the research variable.
A. Data
B. Sample
C. Population
D. Variable set
4. It is a group of individuals that represents that characteristic of a population.
A. Data
B. Sample
C. Population
D. Variable set
5. It is a form of interview wherein the researcher uses an interview schedule and a set of prepared questions to ask from one respondent to another which is unchangeable.
A. Unstructured interview
B. Structured Interview
C. Semi-structured interview
D. Group Interview
- 6 This type of data collection method is used when the study participants are very young children and those with disabilities.
A. Observation
B. Interview
C. Focus Group Discussion
D. Document Review
7. Maya used an unstructured interview as her data gathering instrument for her research. Predict what type of data will Maya get from her respondents?
A. Answers that are straight to the point based on what is written on her interview questions.
B. Answers that are conversation-like because her questions are based on her outline only.
C. Answers that are based on her interview questions and follow up answers that are not found on her written questions
D. None of the Above
8. What type of data gathering instrument is best used for Ethnographic studies?
A. Observation
B. Interview
C. Focus Group Discussion
D. Questionnaire

9. Which does not belong to the pair of qualitative inquiry and data gathering instrument?
- A. Ethnography: Observation B. Historical Approach: Questionnaire
C. Grounded theory: Interview D. Phenomenology: Interview
10. Sophia wants to study the behavior of baby pandas when placed in a controlled environment. What data gathering instrument will Sophia be using?
- A. Observation B. Interview
C. Focus Group Discussion D. Questionnaire
11. As a researcher, how are you going to use phenomenology as an approach to a qualitative study about the survivors of typhoon Yolanda?
- A. Ask the victims on their experiences during the typhoon
B. Look for historical data about instances where the survivors of Yolanda experienced flooding in the past
C. Have an in-depth understanding on the socio-economic impact of typhoons
D. Formulate a theory
12. This type of qualitative inquiry involves studying a particular group or population in the natural setting or habitat
- A. Ethnography B. Grounded theory
C. Case study D. Phenomenology
13. It is a process of structuring techniques and strategies that help researchers solve their problems or answer their inquiry
- A. Research blueprint B. Research design
C. Research ethics D. Research proposal
14. Pedro uses convenience sampling to gather respondents for his research. Choose an explanation on how he can properly use this sampling technique.
- A. Gather respondents that are readily available regardless of any criteria and qualifications
B. Ask his friends if they someone that is willing to participate in his research
C. Use his friends as research respondents
D. Use a set of criteria and qualifications to be followed before selecting respondents
15. It is commonly used to elicit different ideas, opinions, or beliefs from the respondents.
- A. Ethnography B. Grounded theory
C. Case study D. Phenomenology
16. What is the difference between naturalistic observation and non-naturalistic observation?
- A. The difference is on how the researcher approach their respondent
B. The difference is on the type of environment that the subjects are to be observed
C. The difference is on the experience of the researcher based on the type of observation
D. There is no difference

17. The following are considered as data gathering instrument EXCEPT:
 - A. Interviews
 - B. Observation
 - C. Questionnaire
 - D. Internet

18. This type of sampling is done by asking relevant people if they know somebody who is willing to participate in the study.
 - A. Convenience sampling
 - B. Opportunistic sampling
 - C. Snowball sampling
 - D. Homogenous sampling

19. This type of qualitative inquiry describes the common meaning of several individual's lived experiences about a phenomenon.
 - A. Ethnography
 - B. Grounded theory
 - C. Case study
 - D. Phenomenology

20. It refers to any procedure done to select samples.
 - A. Experimentation
 - B. Replication
 - C. Sampling
 - D. Treatment

-----END OF POST-TEST-----



Additional Activities

Using your answers from the previous activities, write your own research methodology for your research topic. You may write your answers in paragraph form.

Topic: _____

METHODOLOGY

Location of the study

Data gathering

After you have finished your activity, you may show it to your teacher for further corrections or you may opt to proceed to the post-test.



ANSWER KEYS

	Pre-test (Page 3-5)	1. B	1. A
		2. B	12. C
		3. A	13. A
		4. C	14. B
		5. A	15. C
		6. C	16. C
		7. C	17. C
		8. A	18. D
		9. B	19. A
		10. B	20. B
	Post-test (Page 25-26)	1. C	11. A
		2. B	12. A
		3. A	13. B
		4. C	14. C
		5. C	15. B
		6. A	16. B
		7. B	17. D
		8. A	18. C
		9. C	19. B
		10. A	20. C
What I can do (Page 9-10)		1. Ethnography	
		2. Phenomenology	
		3. Historical Approach	
What's more (Page 13)		1. Opportunistic sampling	
		2. Convenience Sampling	
		3. Snowball Sampling	
What's More (Page 18)		1. D	
		2. B	
		3. C	
		4. A	
		5. B	

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