



Republic of the Philippines
Department of Education
REGION VII, CENTRAL VISAYAS
Division of Cebu Province



SELF-LEARNING HOME TASK (SLHT)

Subject: **PRACTICAL RESEARCH 2**

Grade Level: 12

Name _____ Section _____ Date _____

School: Dalaguete National High School District: Dalaguete 1

Quarter: 1

Week: 5

Competency: Describes Background of Research. (CS_RS12-Id-e-3)

Learning Outcomes:

- Explain what background of research is;
- Write a draft of the background of the research topic chosen;
- Manifest eagerness in writing the background of research.

Readings/Discussions



Dr. Rishibha Sachdev said that the background of the study establishes the context of research. The writer adds that it should provide general information about the topic of your research and emphasize the main aims of the study (Sachdev 2018).

Although this topic is only about the background of the study, it is important to note that the readings done in the background will be the basis for the elaboration in the Review of Related Literature. So, they are connected, not interchangeable.

Sources. These are all the materials used to gather information. They are classified into two: Primary Sources and Secondary Sources. These are where you get information for your background and Review of Related Literature

Primary Sources are original sources like diaries, people, events, and surveys. They inform you directly, not through another person's explanation or interpretation (WriteSource 2007, 344).

Secondary Sources are third-person accounts found in research done by other people. Much of the news (television, radio, Internet, books, magazines) can be considered a secondary source of information (WriteSource 2007, 344).

Reference books are special kinds of nonfiction books that contain specific facts or background information like encyclopedias and time almanacs. (Write Source 2007, 350)



CITATION GUIDE

MLA

MLA citation means **Modern Language Association**. It is widely used for identifying research sources in the field of arts and literature. Uses the term “Works Cited” in the bibliography section. It employs parenthetical citations in the text.

***An example will not be given because this guide will not be used for this subject.

CMS

Chicago Manual of Style (CMS) is a style guide for American English that covers topics from manuscript preparation to grammar, usage, and how to format citations. It has two different citation systems: the Notes-Bibliography System (NB), which is used in the arts and humanities, and the Author-Date System, which is used in physical, natural, and social sciences (scribendi.com).

***This module uses Chicago Manual of Style, author-date system.

APA

APA citation means **American Psychological Association**. It is widely used for identifying research paper sources in the field of social sciences. Uses the term “Reference” in the bibliography section. It employs in-text citations in the text. This format or citation guide will be used in the learner’s research paper.

In-Text Citation. There are many ways in applying in-text citation.

- The last name of the author and the year of publication are inserted in the text at the appropriate point from theory on bounded rationality (Simon, 1945)
- Simon (1945) posited that if the name of the author or the date appear as part of the narrative, cite only missing information in parentheses.

If the work is made by multiple authors, apply the following:

1. When a work has two authors, always cite both author’s last name and joined with an **ampersand (&)**.
Example: As has been shown (Roldan & Sabio, 2000)
2. In the narrative text, join the names with the word “**and**”
Example: As Roldan and Sabio (2000) found ...
3. When a work has three, four or five authors, cite all authors the first time the reference occurs.
Example: Mendoza, Roldan, Sabio, and Yguinto (2000) wrote...
4. In all subsequent citations per paragraph, include only the surname of the first author followed by “et al” (Latin for “and others”) and the year of publication.
Example: Mendoza et al (2000) found...

5. Works by associations, corporations, government agencies, etc.: The names of groups that serve as authors (corporate authors) are usually written out each time they appear in a text reference.

Example: National Institute of Mental Health [NIMH, 2007]

6. When appropriate, the names of some corporate authors are spelled out in the first reference and abbreviated in all subsequent citations. The general rule for abbreviations in this manner is to supply enough information in the text citation for a reader to locate its source in the Reference List without difficulty.

Example: (NIMH, 2007)

If the work is made with no indicated authors, apply the following:

1. When a work has no author, use the first two or three words of the work's title (omitting any initial articles) as your text reference, capitalizing each word. Place the title in quotation marks if it refers to an article, chapter of a book, or Web page. Italicize the title if it refers to a book, periodical, brochure, or report. *Example:*

a. On climate change ("Climate and Weather," 2010)

b. Guide to Agricultural Meteorological Practices (2010)

2. Anonymous authors should be listed as such followed by a comma and the date.

Example: On climate change (Anonymous, 2010)

When citing a specific part of a source, you must:

1. To cite a specific part of a source (always necessary for quotations), include the page, chapter, etc. (with appropriate abbreviations) in the in-text citation. *Example: a. (Stigter & Das, 1981, p.96)*

b. De Waal (1996) overstated the case when he asserted that "we seem to be reaching...from the hands of philosophers" (p. 218).

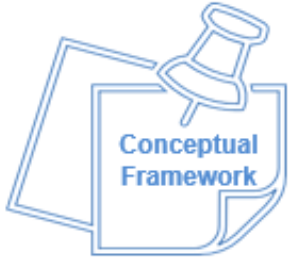
2. If page numbers are not included in electronic sources (such as Web-based journals), provide the paragraph number preceded by the abbreviation "para." Or the heading and following paragraph.

Example: (Monnich & Spiering, 2007 para. 9)

We can use these citation guides in...



Theoretical Framework. This framework shapes the justification of the research problem/research objectives to provide the legal basis for defining its parameters. It is a symbolic construction which uses abstract concepts, facts or laws, variable and their relations that explain and predict how an observed phenomenon exists and operates. (Calmorin and Calmorin 2007, 35)



Conceptual Framework. This framework presents specific and well-defined concepts which are called constructs. (Calmorin and Calmorin 2007, 35)

***The frameworks will be expounded in module 6.



Review of Related Literature. This section includes sources of information taken from books, journals, magazines, novels, poetry, and many others. (Calmorin and Calmorin 2007, 44)

***This part of the review of related literature will be expounded in the seventh module.



Review of Related Studies. This section includes published and unpublished research studies. (Calmorin and Calmorin 2007, 46)

Guidelines in writing the background of research

1. Discuss the problem in general and the specific situations as observed and experienced by the researcher (macro to micro approach);
2. Using the concept mapping in the *What's In?* part, discuss the concepts and ideas related to the problem including clarification of important terminologies; and
3. Discuss the existing or present conditions and what is aimed to be in the future or the gap to be filled-in by the research.
4. Limit your background to 2-3 pages only because the elaboration of the concepts and ideas will be done in the Review of Related Literature.

Exercise 1:

Test I. Directions: Write the word PRIMARY if the source below is a primary source. Write SECONDARY if the source below is a secondary source. Write your answers on a separate sheet of paper.

- | | |
|--------------------|-------------------|
| _____ 1. Letters | _____ 6. Internet |
| _____ 2. Magazines | _____ 7. radios |

- | | |
|-------------------------|----------------------------|
| _____ 3. Encyclopedias | _____ 8. Television |
| _____ 4. Questionnaires | _____ 9. People |
| _____ 5. Interviews | _____ 10. Live News Report |

Test II. In-text Citation Practice. Below are in-text citations that need improvement. Write how it can be improved on a separate sheet of paper. All citation exercises are in APA format.

1. According to (Nick Joaquin, 2004), we are being shaped by the tools we shape; and culture is the way of life being impressed on a community by its technics.
2. Bruce said, “At the heart of this book is my conviction that it is now time for educators to address the difficulties of boys in English with the same energy and commitment that have been applied so successfully to the problem of girls in math” (Pirie, 2002)
3. Understanding the writing process can help improve your writing skills, because being aware of how each part works can make writing more manageable (Marella Therese A. Tiongson and Maxine Rafaella C. Rodriguez, 2016)
4. The literacy of our youth is indeed a critical issue in society and in education, all the more so because increasingly higher literacy skills are required to function successfully in society (Bonnie O. Ericson, 1)
5. When you read nonfiction, one goal is to understand and remember the most important ideas through summarizing (spandel, 2001).

Test III. Directions: To avoid plagiarism, practice the art of paraphrasing the quotes from Test II. Write your answers on a separate sheet of paper.

Example: Reading is an important skill that children should develop.

Paraphrase: Children should improve and master reading skills because it is a need.

1. _____

2. _____

3. _____

4. _____

5. _____

Assessment/Application/Outputs

Test I. Magic Letter, Magic Word!

Directions: Identify the word being described by the clue and the magic letter. Write the answer on a separate sheet of paper.

1. Magic Letter: B
Clue: The context of the study is established by the _____ of research. Answer: _____
2. Magic Letter: C
Clue: Examples of _____ guides are MLA, APA, and Chicago Manual of Style.
Answer: _____
3. Magic Letter: C
Clue: _____ frameworks presents specific and well-defined concepts which are called *constructs*.
Answer: _____
4. Magic Letter: L
Clue: Review of Related _____ is one of the components of a research process.
Answer: _____
5. Magic Letter: P
Clue: The copy of ideas and statements from sources without giving credit to its authors is called _____.
Answer: _____
6. Magic Letter: P
Clue: Diaries, memoirs, and autobiographies are examples of _____ sources.
Answer: _____
7. Magic Letter: R
Clue: All kinds of sources are otherwise called as _____.
Answer: _____
8. Magic Letter: S
Clue: Newspapers, books, and magazines are examples of _____ sources.
Answer: _____
9. Magic Letter: S
Clue: Thesis and Dissertations are sources for Review of Related _____.
Answer: _____
10. Magic Letter: T
Clue: _____ frameworks shapes the justification of the research problem/research objectives to provide the legal basis for defining its parameters.
Answer: _____

Test II. Directions: Improve the in-text citations below. Write them on a separate sheet of paper.

1. The push for success, the desire to get ahead, the need to gain power or influence-- these are all-consuming and thus become lord of our lives said (Sala, 2009).
2. Scazzero said, "Relying on the approval of others for our sense of self-worth is a direct contradiction of biblical truth (2010).
3. The two types of struggling readers most often encountered in secondary schools are *resistive readers* and *word callers*. (Cris Tovani, 2000)
4. Cris explained that resistive readers can read but choose not to. (Tovani, 2000)
5. According to Tovani, "(2000) Word callers can decode the words but don't understand or remember what they've read.
6. Yudowitch, Henry, and Guthrie emphasized that (2008) once students develop the ability to read the words on the page, it is critical that teachers not turn them off to reading by using texts beyond their capabilities
7. No one finds life worth living- he has to make it worth living. (Anonymous, 2008)
8. John Bunyan said (1981) "But is it not a good heart that has good thoughts, and is not that a good life that is according to God's commandments?" (Pilgrim's Progress)
9. Efficient and effective learning does not necessarily depend on the amount of time devoted to study. (E.S. Leung-Yao, 2005)
10. Leung-Yao expressed, "Intensive reading involves reading more than one book on a particular subject and comparing the contents discussed. (2005)

Test III. Directions: From the texts above, choose five and paraphrase them to avoid plagiarism. Write your answers on a separate sheet of paper.

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

Suggested Enrichment/Reinforcement Activity/ies

Write a draft describing the background of the research topic chosen.

References

Books

- Calmorin, Laurentina Paler and Melchor A. Calmorin. *Research Methods and Thesis Writing, 2nd Edition*. Manila, Philippines: Rex Book Store, Inc, 2007.
- Esther, Baraceros. *Practical Research 2*. Quezon City: Rex Bookstore, Inc, 2016. Faltado, Ruben E. III, Medardo B. Bombita, Helen B. Boholano, and Angeline M. Pogoy.
- Practical Research 2: Quantitative Research*. Quezon City: Lorimar Publishing, 2016.
- Ragma, Feljone. *Practical Research 2: Quantitative Research*. Intramuros Manila: Mindshapers Co., Inc., 2019.

Electronic References

- Dr. Rishibha Sachdev. *How to Write the Background of Your Study*. Published November 27, 2018. Accessed August 13, 2020. <https://www.editage.com/insights/how-to-write-the-background-of-your-study>
- An Introduction to the Chicago Manual of Style*. scribendi.com. Accessed August 20, 2020. [https://www.scribendi.com/academy/articles/an_introduction_to_the_chicago_manual_of_style.en.html#:~:text=The%20Chicago%20Manual%20of%20Style%20\(CMS%2C%20CMOS%2C%20or%20Chicago.and%20how%20to%20format%20citations.&text=The%20Chicago%20Manual%20of%20Style%20now%20includes%20new%20sections%20on,guidance%20on%20citing%20electronic%20sources.](https://www.scribendi.com/academy/articles/an_introduction_to_the_chicago_manual_of_style.en.html#:~:text=The%20Chicago%20Manual%20of%20Style%20(CMS%2C%20CMOS%2C%20or%20Chicago.and%20how%20to%20format%20citations.&text=The%20Chicago%20Manual%20of%20Style%20now%20includes%20new%20sections%20on,guidance%20on%20citing%20electronic%20sources.)

SELF-LEARNING HOME TASK (SLHT)

Subject: **PRACTICAL RESEARCH 2**

Grade Level: 12

Quarter: 1

Week: 6

Competency: Illustrates and explain the conceptual framework. CS_RS12-If-j-6”

Learning Outcomes:

- A. Explain the conceptual framework and its concepts.
- B. Illustrate conceptual framework in research; and
- C. Create a conceptual framework based on the research background learned in the previous module.

Readings/Discussions

THE CONCEPTUAL FRAMEWORK

The types of research frameworks are classified as:

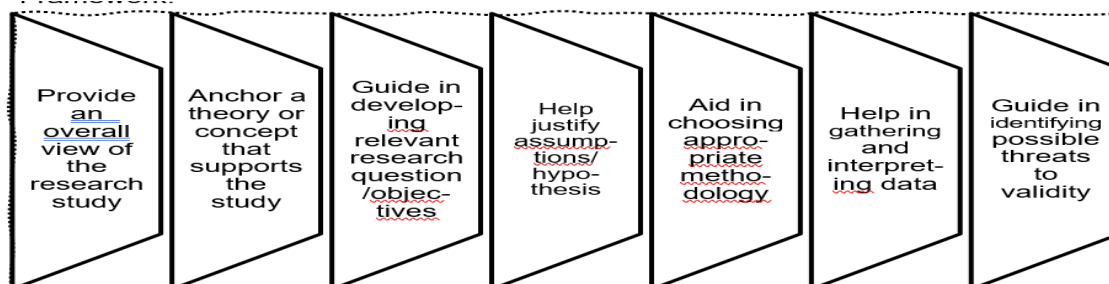
1. **Theoretical Framework**
2. **Conceptual Framework**

A **theoretical framework** is commonly used for studies that anchor on time tested theories that relate the findings of the investigation to the underpinning relevant theory of knowledge. It also shapes the justification of the research problem objectives to provide the basis on its parameters. An investigation is required to formulate existing theories which link the study because theories are useful devices for interpreting, criticizing, and unifying established scientific laws and facts that guide in discovering new generalizations.

A **conceptual framework** refers to the actual ideas, beliefs, and tentative theories that specifically support the study. It is primarily a conception or model of what is out there that the researcher plans to study. It presents specific and well-defined concepts, which are called constructs. Its function is similar with theoretical framework because the constructs used are derived from abstract, concepts of theoretical framework.

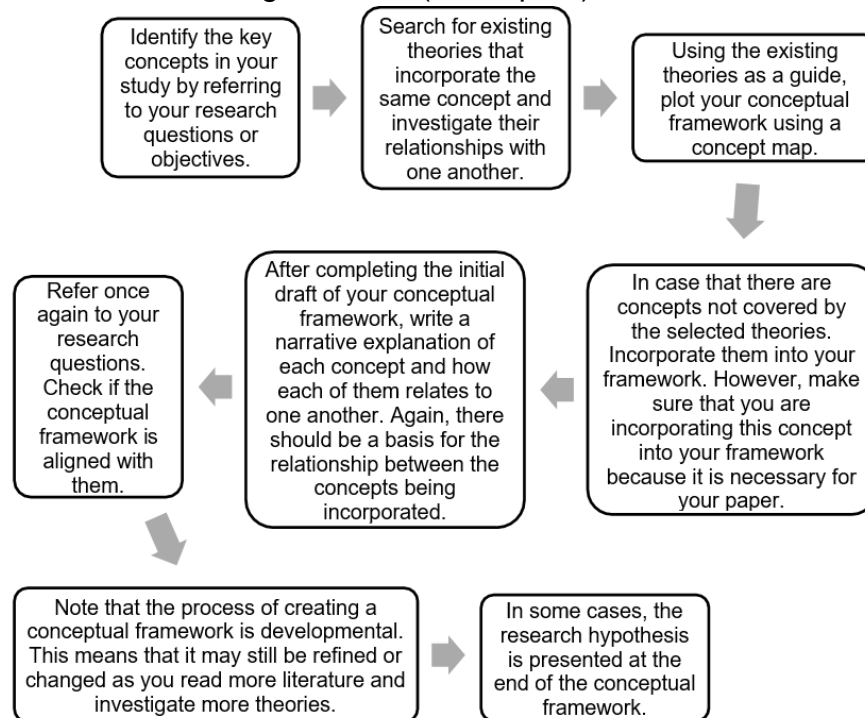
Similarities of the Theoretical and Conceptual Framework

The following are the similar characteristics of Theoretical and Conceptual Framework:



Guidelines in Developing a Conceptual Framework

These are the following guidelines and strategies of choosing and developing a Research Framework according to Barrot (2017, p.73).

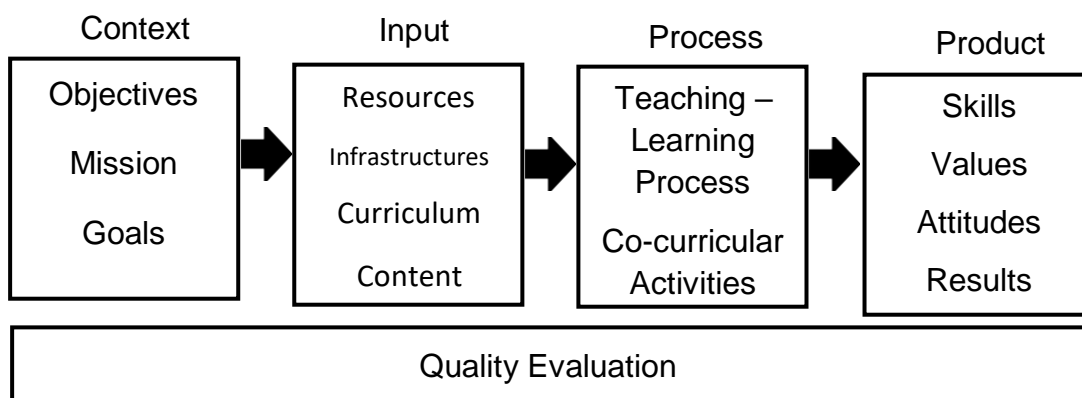


Paradigm is a diagrammatic representation of a conceptual framework. It depicts in a more vivid way what a conceptual framework wants to convey.

Kinds of Conceptual Framework Paradigm

1. **Context Input Process Product Model (CIPP)**. This was developed by Daniel Stufflebeam and Egon Guba. This approach to evaluation is rooted in its definition of evaluation as the process of delimiting, obtaining, and providing useful information for judging decision alternatives.

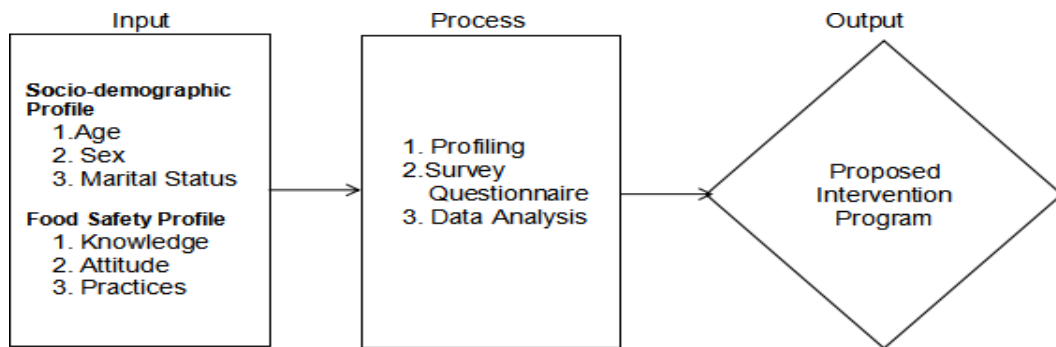
Example: Quality School Evaluation: A Case Study



- 2 **Input-Process-Output.** This paradigm indicates the inputs, required process, and the output. This approach is seated on the premise of acquiring essential information by converting inputs into outputs through the required processing steps in obtaining the result. The IPO Model is also referred to as a functional model that is usually used in action research where an intervention or solution is necessary to solve the identified problem.

The Input is usually the independent variable of the study. Meanwhile, the Process is the intervention or solution consist of the instruments and analyses used to acquire the result. Lastly, the Output is the findings or outcome of the interventions being made to solve the identified problem.

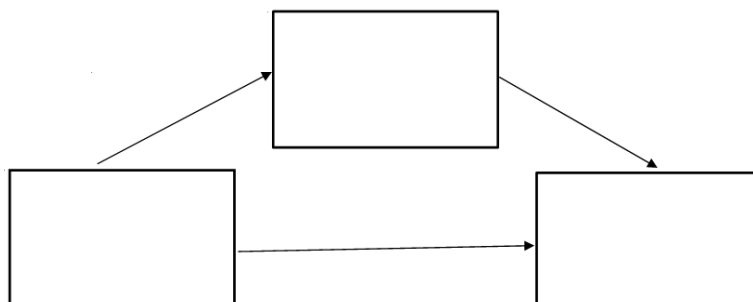
Example: Food Safety Practices in Barangay Pag-asa Public Market: Proposed Intervention Program



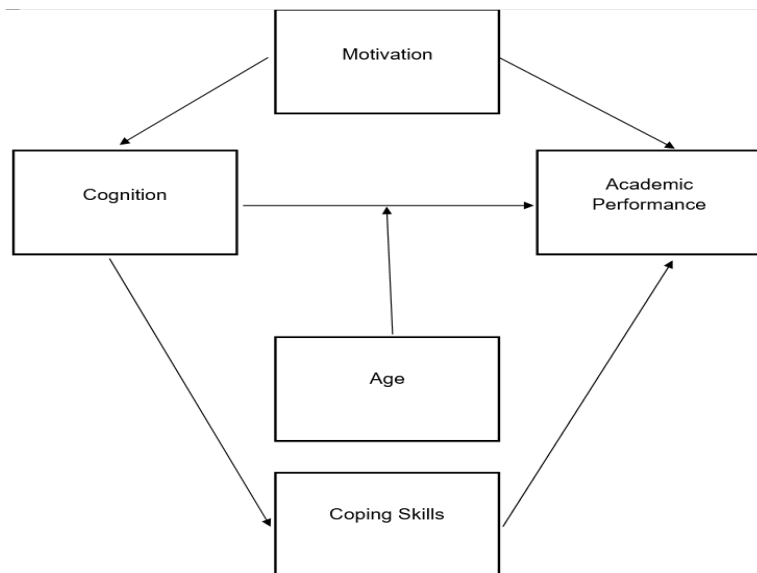
Exercise 1:

Test I. Directions: Examine the given title below. Take note of the variables in the title and complete the framework presented. You may add other variables that you think are relevant in completing your framework. Copy and accomplish the framework on a separate sheet of paper.

Title: The Effects of the Social Responsibility of a Corporation to its Organizational Performance



Test II. Directions: From the framework presented below, formulate the research title according to the elements and factors in the variables. Give two (2) possible research titles that would reflect on the given variables. Write your answers on a sheet of paper.



Assessment/Application/Outputs

Directions: With the given research title below, construct an IPO conceptual paradigm. Afterwards, make a short explanation about your framework. Write your answer on a separate sheet of paper.

Rubrics:

Flow of Process Presented – 50 pts

Content - 30 pts

Product/ Neatness _____ - 20 pts

Total - 100 pts

Research Title: *Awareness on the Safety Precaution against COVID 19 among the Senior Citizens who are living in the Home Care Facilities: Basis for a Proposed Intervention Program*

Suggested Enrichment/Reinforcement Activity/ies

Directions: Using your approved research title in the previous module, construct a Conceptual Framework of your study. Write your answer on a separate sheet of paper.

Research Title: _____

References

Books

Calmorin, Laurentina Paler and Melchor A. Calmorin. *Research Methods and Thesis Writing, 2nd Edition*. Manila, Philippines: Rex Book Store, Inc, 2007.

Esther, Baraceros. *Practical Research 2*. Quezon City: Rex Bookstore, Inc, 2016. Faltado, Ruben E. III, Medardo B. Bombita, Helen B. Boholano, and Angeline M. Pogoy.

Practical Research 2: Quantitative Research. Quezon City: Lorimar Publishing, 2016.

Ragma, Feljone. *Practical Research 2: Quantitative Research*. Intramuros Manila: Mindshapers Co., Inc., 2019.

SELF-LEARNING HOME TASK (SLHT)

Subject: **PRACTICAL RESEARCH 2**

Grade Level: 12

Quarter: 1

Week: 7

Competency: Defines terms used in study and Lists research hypothesis (if appropriate). CS_RS12-If-j-7 and CS_RS12-If-j-8

Learning Outcomes:

- A. Distinguish the different types of hypothesis and techniques in giving definition to certain terms;
- B. Practice giving definition to terms and make hypothesis; and
- C. Defines terms used in study and lists research hypothesis (if appropriate).

Readings/Discussions

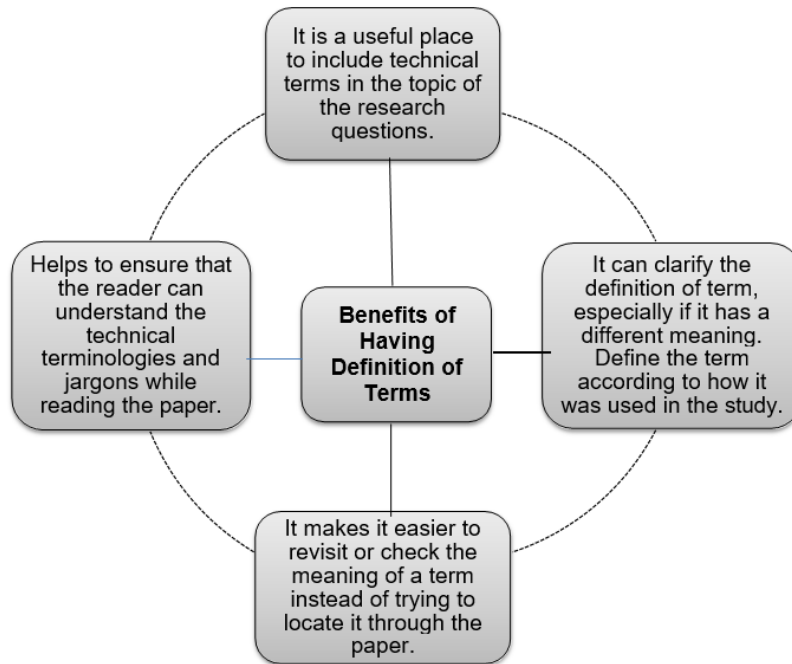
Definition of Terms

Usually, in writing a research paper, the **definition of terms** is included. It helps in simplifying some of the technical terms which are vital in the understanding of the research project. Although this part of the paper is optional, it is advantageous for the reader to include this to prevent the ambiguous meaning of terms that might otherwise be interpreted in different ways, causing confusion. It can also enhance comprehension of important key terms.

Definition of Terms is also called as **Operational Definition of Variables (ODV)**. The word operational refers to “how the word/term was used in the study. At the same time, the variables are the elements essential to the study.

There are two ways in defining the terms, the **conceptual** and **operational** definition. The **conceptual definition** is the meaning of the term that is based on how it is defined in the dictionary or encyclopedia. **Operational definition** on the other hand is the meaning of the term based on how it was used in the study.

Generally, there are two cases in which important terms need to be defined. First, if the term is not common or widely known and second if the term has a specific or unique meaning in the context of the study.



Guidelines on How to Write the Definition of Terms

1. Write a brief introductory statement. It shortly describes the content of the definition of terms.
2. List/write the words/terms (which are technical) that would be included (make sure that the variables and key terms found in the title are included).
3. The terms should be arranged alphabetically.
4. Indention should be applied to each term.
5. The term should be followed with a period.
6. It can be underlined or not.
7. It can be bold and italic or not.
8. It does not have to be lengthy (direct to the point).
9. Acronym/initials should be defined clearly. Complete name should be written first, followed by the acronym/initials in open-close parenthesis, then the definition/meaning.
10. Do not overflow with technical terms (only those relevant and significant to the study).
11. Keep the definition brief and basic. You will elaborate on it more in the body of your paper.

Note: Refer also to your institutional format (some institutions have different formats).

Examples of Writing the Definition of Terms

1. Conceptual Definition

Face to face. It is when the people involved are being close together and looking directly at each other.

Module. Is any in a series of standardized units used together, such as an educational unit that covers a single subject or topic.

Online. Is controlled by or connected to another computer or network.

2. Operational Definition

Face to face. This refers to one of the modalities used in learning delivery in which the teacher and students should be in the same place or setting, such as the classroom.

Module. Teaching modules are guides of the topics and lessons of a specific subject given to students under the modular method. It is also an alternative distance learning delivery in which students are required to read and answer the activities specified in the module.

Online. It refers to another form of distance learning wherein the teacher and students will have their lessons using internet connectivity.

Research Hypothesis

When you are finished identifying your statement of the problem or research questions/objectives, you may now start formulating the hypothesis of your study. What is hypothesis?

A **Hypothesis** is a tentative statement about the relationship between two or more variables. It is a specific and testable prediction on what you expect to happen with the variables in your study. Usually, it proposes a possible relationship between the independent variable (what the researcher changes) and the dependent variable (what the research measures). It is also described as an “**educated guess**” of what possibly the result would be of your research, which should be supported on existing theories and knowledge. Furthermore, the **hypothesis** states a tentative answer to your research question that can be tested by further investigation in which you can support or refute it through scientific research methods such as data collection and statistical analysis. It is the primary idea of any inquiry that transforms the research questions into a prediction and integrates components like variables, population, and the relation between the variables. **Hypothesis** formulation is employed when conducting correlational, ex-post facto, quasi experimental, and experimental studies.

As a researcher, you must determine whether your hypothesis is accepted or not base on the findings and outcome of your research study. Not all studies have a hypothesis while, some studies have several hypotheses.

Types of Research Hypothesis

1. Simple Hypothesis

A simple hypothesis is a prediction of the relationship between two variables, the independent variable, and the dependent variable. It shows a connection between one independent variable and a single dependent variable.

Example: The higher the poverty rate in society (*one independent variable*), the higher the number would be the out of school youth (*one dependent variable*).

2. Complex Hypothesis

The complex hypothesis reflects the relationship between the independent variable and the dependent variable. It expresses a connection between two or more independent variables and two or more dependent variables.

Ex: Eating more vegetables and fresh fruits (*independent variables*) leads to boost immune system and enhance blood circulation and digestion (*dependent variables*).

3. Empirical Hypothesis

An empirical hypothesis is also called as the “working hypothesis.” It is presumed to explain certain facts and relationships of phenomena. It comes to life when a theory is being put to the test, using observation and experiment. From the name itself “working,” it would mean that it can be changed or replaced anytime as soon as it is no longer supported or accepted based on the observation and experimentation being done. It is going through some trial and error and perhaps changing around those independent variables.

Ex: Plants watered everyday grow faster than plants watered once a week. (*Here, trial and error are leading to a series of findings*).

4. Logical hypothesis

Logical hypothesis expresses explanation with limited evidence that can be verified logically. It reflects a relationship of the variables which are anchored based on logical phenomena. Sometimes, a logical hypothesis can be turned into an empirical hypothesis in which you have to test your theories and postulates.

Ex: Tomato plants bear fruit faster in Earth than in Moon. (*Until we are able to test the soil and plant growth in Moon's ground, the evidence for this claim will be limited, and the hypothesis will only remain logical*).

5. Statistical hypothesis

A statistical hypothesis is an analysis of a portion of a population. It can be verified statistically. The variables in a statistical hypothesis can be transformed into quantifiable sub-variables to assess it statistically.

Ex: If your research is about the psychosocial development of K-3 pupils of the private and public schools in the city, you would want to examine every single K-3 pupil in the city. It is not practical. Therefore, you would conduct your research using a statistical hypothesis or a sample of the K-3

pupil population.

6. Null hypothesis

The null hypothesis is denoted with the symbol H_0 . It exists when you consider that there is no relationship between the independent and dependent variables or that there is an insufficient amount of information to claim a scientific hypothesis.

Ex: There is no significant change in my health, whether I exercise every day or not.

7. Alternative hypothesis

An alternative hypothesis is denoted with the symbol (H_a). It is an alternate statement expressed to be tested to generate the desired output when the empirical or working hypothesis is not accepted. To disprove a null hypothesis, you tend to seek an alternative hypothesis.

Ex: My health improves during the times when I sleep 8 hours a day than sleeping for 4 hours only.

A Hypothesis can be classified as Directional and Non-directional Hypothesis

A. Directional Hypothesis

The directional hypothesis relates the relationship between the variables and can also predict its nature. It illustrates the direct association of the impact of the independent variable with the dependent variable, whether it is positively or negatively affected. The direction of the statement should be clear and justified according to the findings of the study. Since the hypothesis is gearing to one specific direction it is investigated through a one-tailed test.

Ex: Students who are eating nutritious food have higher grades than students not having a proper meal. (*This shows that there is an effect between the grades and nutritious food and the direction of effect is clear that the students got a higher grade*).

B. Non-directional Hypothesis

A non-directional hypothesis is used when there is no principle involved. It is a premise that a relationship exists between two variables. However, the direction of the effect is not specifically determined. It is a statement that reflects the association of the independent variable to the dependent variable without predicting the exact nature of the direction of the relationship. This relationship is not specified as negative or positive. The hypothesis, in this case, is investigated through a two-tailed test.

Ex: There is a significant difference in the average grades between those students that have proper nutritious meal and those that do not have proper meals. (*This depicts that there is an effect between the average grades and nutritious food, but it does not reflect the direction of the effect whether it is positively or negatively affected*).

Guidelines in Formulating Hypothesis

These guidelines must be observed in formulating your hypothesis.

1. Before writing your specific hypothesis, spend more time researching about the topic you are interested in. Focus on information and previous studies related to your topic.
2. Your independent variable and dependent variable must be included in your hypothesis.
3. The relationship of your variables must be reflected in your hypothesis. Will your independent variable affect your dependent variable?
4. Your hypothesis should be simple and specific as possible. If your hypothesis is vague and complicated, it would be difficult to find the answer to your question.
5. Your hypothesis should be concise and comprises clear and simple language. Make it short and simple for it to be easily understood and avoid any misconceptions or misunderstandings.
6. Your hypothesis should be testable without violating ethical standards. It means that it could be investigated and measured through a scientific method such as statistical analysis and data interpretation.
7. Your hypothesis must be falsifiable. It means that your hypothesis can be proven wrong through experiments or empirical data. There are no absolute answers to research questions, but there is a possibility of validating the hypotheses to be true beyond a reasonable doubt.

Exercise 1:

Test I. Directions: Define the terms below using the conceptual definition and the operational definition. Copy and answer on a separate sheet of paper.

1. Research

Conceptual Definition: _____

Operational Definition: _____

2. Quantitative Research

Conceptual Definition: _____

Operational Definition: _____

3. Plagiarism

Conceptual Definition: _____

Operational Definition: _____

4. Learning Modality

Conceptual Definition: _____

Operational Definition: _____

5. Education

Conceptual Definition: _____

Operational Definition: _____

Test II. Directions: Determine the following hypotheses, whether it is a good or bad hypothesis base on what you have learned. Put a check (✓) mark on the right column to indicate your answer. Briefly support your answer with an explanation or remark. Copy and

answer the table on a sheet of paper.

Hypotheses	Good	Bad	Reason/ Explanation
1. If knee surgery patients go to physical therapy twice a week (instead of 3 times), their recovery period will be longer.			
2. If the amount of water given to herbs is decreased, then the herbs will increase in size.			
3. In detecting enemy aircraft, a sound warning signal is more effective to a fighter pilot.			
4. Studying of students is more efficient under bright lights than studying under dim lights.			
5. Pest infected plants that are exposed to insecticidal soap will have fewer pest after a week than pest infected plants that are not treated.			

Assessment/Application/Outputs

Test I. Directions: Answer the questions below in definition of terms format. Do this on a separate sheet of paper.

1. What is an operational definition of hypothesis?
2. What is a conceptual definition of null hypothesis?
3. What is an operational definition of logical hypothesis?
4. What is a conceptual definition of statistical hypothesis?
5. What is the operational definition of complex hypothesis?

Test II. Given the following hypotheses, identify the type and direction which applies to each. Copy the table and answer it on a separate sheet of paper.

Hypotheses	Answer
1. The higher the unemployment rate, the higher will be the poverty and crime rate.	
2. Increase the intake of food with high carbohydrate content daily leads to obesity.	
3. There is a significant change in my sleeping pattern when I drink milk before sleeping or do not.	
4. Planets revolve around the sun at diverse speeds.	
5. There is no relationship between the use of social media	

and the attention span of students in school.	
6. Implementing a flexible working arrangement enhance job contentment of the employees.	
7. Sex education for high school students has no effect on the rates of teen pregnancy.	
8. People who value freedom and longevity are more likely to experience happiness than those who do not value their freedom and longevity.	
9. The number of lectures attended by the senior high school students does not affect their final exam scores.	
10. If you sleep at least 6 hours a day, you will get a high score on the test than if you get less sleep.	

Suggested Enrichment/Reinforcement Activity/ies

Test I. Directions: Refer to your own study. With the guidance of your teacher, give the definition of terms for the topic you have chosen. Do not forget the guidelines in doing so and take note of your teacher's additional instructions. Do this on a separate sheet of paper.

Criteria: Grammar and Mechanics=5, Accurate definition= 5= Total: 10 points

Test II. (Only if applicable). Directions: Refer to your own study. With the guidance of your teacher, formulate the hypothesis for the topic you have chosen. Do this on a separate sheet of paper.

References

Books

Calmorin, Laurentina Paler and Melchor A. Calmorin. *Research Methods and Thesis Writing, 2nd Edition*. Manila, Philippines: Rex Book Store, Inc, 2007.

Esther, Baracerros. *Practical Research 2*. Quezon City: Rex Bookstore, Inc, 2016. Faltado, Ruben E. III, Medardo B. Bombita, Helen B. Boholano, and Angeline M. Pogoy.

Practical Research 2: Quantitative Research. Quezon City: Lorimar Publishing, 2016.

Ragma, Feljone. *Practical Research 2: Quantitative Research*. Intramuros Manila: Mindshapers Co., Inc., 2019.

SELF-LEARNING HOME TASK (SLHT)

Subject: **PRACTICAL RESEARCH 2**

Grade Level: 12

Quarter: 1

Week: 8

Competency: Presents written review of related literature and conceptual framework. CS_RS12-lf-j-9

Learning Outcomes:

- A. Discuss the importance of review of related literature;
- B. Write appropriate related literature; and
- C. Present the written review of related literature and conceptual framework.

Readings/Discussions

REVIEW OF RELATED LITERATURE

In module 5, Background of Research, the importance of finding information relevant to the study to be conducted was clearly stated. A research would not be considered valid or reliable without the readings that would negate or affirm a certain issue or problem. In the review, the related readings and information, like concepts and theories, are discussed in-depth.

Review of related literature has three parts. Review of legal bases, Review of related literature, and review of related studies. They were defined in module 5. As it is most difficult to get sources for legal bases, and since senior high school students are just starting to get the hang of writing, only the review of related literature and studies will be emphasized in this module.

It is generally referred as “Review of related literature” because literature means any written material, published or unpublished, that is accessible to people for certain purposes.

The review of literature and studies involves the critiquing and evaluating of what other researchers have done in relation to the problem to be studied whether these studies affirmed or negate the subject under study (Faltado, R., et.al., 2016)

SIMPLE RULES IN WRITING A LITERATURE REVIEW

1. Define the topic and audience. Topics must be interesting, important, and current.
2. Search and re-search the literature. Do not limit the readings. There are a lot of available sources, find them, and be sure to acknowledge their sources.
3. Take notes while reading. There are many ways to take notes. Gathering grid, note cards, to name a few.
4. Choose the type of review you wish to write. Sometimes, long reviews are not engaging anymore, so nowadays, many favors short but to the point reviews with limited number of words and citations. It all depends on the type of review you want to write. You will see the different types of reviews on the following pages.
5. Keep the review focused but make it of broad interest.
6. Be critical and consistent. Being consistent in your writing will make the study more valid and reliable.
7. Find a logical structure. It must be arranged logically so as not to destroy its implications.
8. Make use of feedback. It is important that somebody else reads the review written so as to avoid inaccuracies and inconsistencies.
9. Include your own relevant research.
10. Be up-to-date in your review of literature and studies.

What, Where and How to Find Information

First, it is necessary that you list down all the important variables which you need in your study and any theories which you think can generate your hypothesis.

Second, continue your search for information related to your problem being studied.

Third, check the population you want to include in your study. Theories that have bearing in your study, appropriate sources where you can find information such as books, documents, and others.

Fourth, know how to write citations. It was already discussed in module 5, *Background of Research*. It will be recapitulated in this module for emphasis and mastery.

Fifth, review and synthesize those findings that support or reject your hypothesis or research questions.

Sixth, use on-line computers for searching and retrieval of information.

Seventh, synthesize the reviewed literature. Do not copy everything from your sources or you will be committing plagiarism. Get only those that have bearing in your study and explain in your own words.

Citation Format. The citation format below, American Psychological Association (APA) will be used in citing and referencing the research study conducted.

APA Examples of References by Type	
In a reference list	In-text citation
<p>1. Book with one author King, M. (2000). <i>Wrestling with the angel: A life of Janet Frame</i>. Auckland, New Zealand: Viking.</p>	(King, 2000) or King (2000) compares Frame...
<p>2. Books with two authors Dancey, C.P., & Reidy, J. (2004). <i>Statistics without maths for psychology: Using SPSS for Windows (3rd ed.)</i>. Harlow, England: Pearson/Prentice Hall.</p>	(Dancey & Reidy, 2004) or Dancey and Reidy (2004) said...
<p>3. Book with three to five authors Krause, K.-L., Bochner, S., & Duchesne, S. (2006). <i>Educational psychology for learning and teaching (2nd ed.)</i>. South Melbourne, Vic., Australia: Thomson.</p>	(Krause, Bochner, & Duchesne, 2006) If used first time then in subsequent citations, (Krause et al., 2006)
<p>4. Book or report by a corporate author e.g. organization, association, government department University of Waikato. (1967). <i>First hall of residence (Information series No. 3)</i>. Hamilton, New Zealand: Author.</p>	(University of Waikato, 1967)
<p>5. Book chapter in edited book Helber, L.E. (1995). Redeveloping mature resorts for new markets. In M.V. Conlin & T. Baum (Eds.), <i>Island tourism: Management principles and practice</i> (pp. 105-113). Chichester, England: John Wiley.</p>	(Helber, 1995) or (Helber (1995) compares luxury resorts....
<p>6. Conference paper online Bochner, S. (1996, November). <i>Mentoring in higher education: Issues to be addressed in developing a mentoring program</i>. Paper presented at the Australian Association for Research in Education Conference, Singapore. Retrieved from http://www.aare.edu.au/96pap/bochs96018.txt</p>	(Bochner, 1996) or According to Bochner (1996)...
<p>7. Course handout/Lecture notes Salter, G. (2007). Lecture 3: SPLS205-07A [PowerPoint slides]. Hamilton, New Zealand: University of Waikato.</p>	(Salter, 2007)
<p>8. Film (see Library APA referencing webpage for music and other media) Zhang, Y. (Producer/Director). (2000). <i>Not one less</i> [Motion picture]. China: Columbia Pictures.</p>	(Zhang, 2000)

<p>9. Journal article- academic/scholarly (electronic version) with DOI Hohepa, M., Schofield, G., & Kolt, G. S. (2006). Physical activity: What do high school students think? Journal of Adolescent Health, 39(3), 328-336. Doi:10.1016/j.jadohealth.2005.12.024</p>	<p>(Hohepa, Schofield, & Kolt, 2006 Then subsequently, it 3-5 authors (Hohepa et al., 2006)</p>
<p>10. Journal article- academic/scholarly (electronic version) with no DOI Harrison, B., & Papa, R. (2005). The development of an indigenous knowledge program in a New Zealand Maori-language immersion school. Anthropology and Education Quarterly. 36(1), 57-72. Retrieved from ProQuest Education Journals database.</p>	<p>(Harrison & Papa, 2005) or Harrison and Papa(2005) recommend...</p>
<p>11. Journal article-academic/scholarly (print version) Gibbs, M. (2005). The right to development and indigenous peoples: Lessons from New Zealand. World Development, 33(8), 1365-1378.</p>	<p>(Gibbs, 2005) or Gibbs (2005) contradicts...</p>
<p>12. Journal article-academic/scholarly (Internet only-no print version) Snell, D., & Hodgetts, D. (n.d). The psychology of heavy metal communities and white supremacy. Te Kura Kete Aronui, 1. Retrieved from http://www.waikato.ac.nz/wfass/tkka</p>	<p>(Snell & Hodgetts, n.d.) Or Snell and Hodgetts (n.d.) suggest "..." (para.3)</p>
<p>13. Magazine article- popular/trade/general interest Goodwin, D.K. (2002, February 4). How I caused that story. Time, 159(5), 69.</p>	<p>(Goodwin, 2002) or Goodwin (2002) defends....</p>
<p>14. Newspaper article- (Print version) Hartevelt, J. (2007, December 20). Boy racers. The Press, p.3.</p>	<p>(Hartevelt, 2007)</p>
<p>15. Newspaper article (Database like Newztext Plus) (also see Library referencing webpage for Internet version)</p>	<p>(Cumming, 2003)</p>
<p>Cumming, G. (2003, April 5). Cough that shook the world. The New Zealand Herald. Retrieved from Newztext Plus database.</p>	
<p>16. Newspaper article with no author Report casts shadow on biofuel crops. (2007, October 16). Waikato Times, p. 21.</p>	<p>("Report Casts Shadow," 2007)</p>
<p>17. Personal Communication (letters, telephone conversations, emails, interviews)</p>	<p>(H.Clarke, personal communication, March 19, 2004)</p>
<p>18. Thesis-Institutional or personal webpage-outside the US Dewstow, R. A. (2006). Using the Internet to enhance teaching at the University of Waikato (Master's thesis, University of Waikato, Hamilton, New Zealand). Retrieved from http://researchcommons.waikato.ac.nz/handle/10289/2241</p>	<p>(Dewstow, 2006) or Dewstow (2006) identified....</p>

<http://www.waikato.ac.nz/library/study/referencing/styles/apa/examples> accessed from Practical Research 2 written by Baraceros, Esther, published 2016.

Types of Literature Reviews

1. Argumentative Review
2. Integrative Review
3. Historical Review
4. Methodological Review
5. Systematic Review
6. Theoretical Review

Argumentative Review. It examines literature selectively to support or refute an argument, deeply imbedded assumption, or philosophical problem already established in the literature.

Integrative Review. It is considered a form of research that reviews, critiques, and synthesizes representative literature on a topic in an integrated way such that new frameworks and perspectives on the topic are generated.

Historical Review. It is to systematically examine past events to give an account of what has happened in the past.

Methodological Review. A review does not always focus on what someone said but how they came about (method of analysis).

Systematic Review. It is to attain conclusion regarding the chosen topic.

Theoretical Review. It is to examine the body of theory that has accumulated regarding an issue, concept, theory, phenomena.

Functions of Review of Related Literature and Studies

1. To provide justification of the study
2. To identify gaps, problems and needs of related studies
3. To provide rationale of the study as well as the reasons of conducting the study
4. To have basis that will be used to support findings of the study

Characteristics of the Materials Cited

Sarno (2010) enumerated the different characteristics of the literature and studies to be cited in the present study as cited by Faltado (2016)

1. The materials must be as recent as possible, may be 10 years back.
2. Materials must be as objective and unbiased as possible.
3. Materials must be relevant to the study.
4. Coherence principle must be observed in writing literature review.

Sample Review of Related Literature and Studies

Reaching the Unreached: A Challenge for Filipino Educators

Helen Bihag-Boholano & Mary Lou C. Go Puco

Education is one of the necessary elements for progress, a means of rising above poverty, bridging the social gaps, improving living conditions and health, and promoting wellness and a better life. It is required so that positive contributions to the global community may be addressed. Globalization is seen by teachers in the effects that it produces by following an economic, business oriented model of the world that changes the classroom environment (Barron, Odell & Mercier, 2006); however, the various initiatives have failed to address

poverty issues which result in increased dropouts and educational deficiencies. This oversight is a source of concern since the Philippine Constitution of 1987 expressly provides for free and compulsory elementary and secondary education. Education for All (EFA) recommends working with international agencies like the World Bank and International Monetary Fund to devise programs to reduce poverty-related barriers to learning (Goldstein, 2004). These agencies and opportunities must be utilized to address the issues of education deficiencies related to poverty. In other words, the benefits of globalization should be employed to overcome some of its challenges, especially in poverty-stricken areas.

From another perspective, globalization impacts both the numeracy and literacy aspects of education since reading and math competencies closely determine job opportunities. Sparkes (1999) posited that the ability to participate effectively in the labor market, and its inverse- unemployment, are strongly affected by the realization of basic literacy and numeracy skills, adding that this is especially so in developing countries where the level of education is closely related to unemployment and earnings. Moreover, as globalization increases the intensity of competition in these areas, fewer jobs are available to those without these competencies (Bynner & Parsons, 1997; Moser, 1999). In terms of labor market access, only one in every 50 jobs is open to those without basic entry-level skills and only 50% of jobs are open to those with skills only at entry level (Moser, 1999). Given the increased availability of human capital provided by the mobility aspect of globalization, the job market is increasingly competitive and limited.

Note: The text above is just a sample. For practice as a Grade 12- Senior High Student, review of related literature and studies should have a minimum of 3 pages and a maximum of 5 pages, double spacing.

Exercise 1:

Test I. Referencing: Write the references below in the correct format. Do this on a separate sheet of paper.

1. Carleton, Lindsay & Robert J. Marzano. *Vocabulary Games for the* (2010).
Classroom. United States of America: Marzano Research Laboratory.
2. Scazzero, Geri with Peter Scazzero. (2010). *The Emotionally Healthy Woman*.
OMF Literature Inc. Metro Manila:
3. (2010). *Teaching YA Lit through Differentiated* Groenke, Susan L. & Lisa Scherff. *Instruction*. USA: National Council of Teachers of English (NCTE).
4. Guthrie, John T. (2008). USA: Corwin Press. *Engaging Adolescents in Reading*.
5. Tovani, Cris. (2000). USA: Stenhouse Publishers. *I Read it, But I don't Get it: Comprehension Strategies for Adolescent Readers*.

Test II. Directions: Below are five statements about review of related literature. Cite them properly. Do this on a separate sheet of paper.

1. As Budgen & Brereton said, “reviewing the literature requires the ability to juggle multiple tasks, from finding and evaluating relevant material to synthesizing information from various sources, from critical thinking to paraphrasing, evaluating, and citation skills” (as cited by Baraceros, 2016, p. 31). (2006)
2. (Baraceros, 2016) The format of a review of literature may vary from discipline to discipline and from assignment to assignment.
3. Baraceros it is necessary for you to review information, facts, data available, or theories that have some relationship with your hypothesis which you posed in your stated problem or research question. (2016)
4. Calmorin and Calmorin stated (2007), “the investigator should have the ability to compare between what he should read and include in his study and what he should not read and does not need to include in his study.
5. (Write Source 2007, p. 345) A reliable source should provide information fairly, covering all sides of a subject.

Test III. Directions: To avoid plagiarism, practice the art of paraphrasing the statements from Test II. Write your answers on a separate sheet of paper.

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

Assessment/Application/Outputs

Test I. IDENTIFICATION. Read each question carefully. Give what is asked. Write your answers on a separate sheet of paper.

- _____ 1. This involves the critiquing and evaluating of what other researchers have done in relation to the problem to be studied whether these studies affirmed or negate the subject under study.
- _____ 2. This is the label for the bibliography page of the research paper under the APA citation style.
- _____ 3. What does APA stand for?
- _____ 4. We cite sources properly to avoid this offense of the law.
- _____ 5. These are published and unpublished research studies such as thesis, dissertation, and research proceedings.
- _____ 6. This type of review wants to develop a body of literature that establishes opposite perspective.

- _____7. This review consists of an overview of existing evidence which uses pre- specified and standardized methods to identify and critically appraise relevant research.
- _____8. This review helps to establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested.
- _____9. The body of literature in this review includes all studies that address related or identical hypotheses or research problems.
- _____10. This review is a flowing, dynamic account of past events which involves an interpretation of these events to recapture the nuances, personalities, and ideas that influenced these events.

Test II. Essay. Read the question carefully. Explain what you have understood about the question in 3-5 sentences. Write your answer on a separate sheet of paper.

Rubrics: Content-10, Grammar and Mechanics- 5= Total Score: 15 points

How will the review of related literature and conceptual framework help the researcher in conducting his/her study?

Suggested Enrichment/Reinforcement Activity/ies

Test I. Directions: In a separate sheet of paper, present your written review of related literature and conceptual framework to your teacher for proofreading. The rubrics for the presentation are as follows:

Criteria	0-10	11-20	20-30
Content	The information is vague, incomplete, and inaccurate.	The information is there but inaccurate and incomplete	The information is complete and accurate.
Delivery	The delivery is unclear.	The delivery is average.	The delivery is excellent.
Organization	The sentences and paragraphs are in disarray and in fragments.	The sentences and paragraphs are not completely in coherence and cohesion.	The sentences and paragraphs have complete coherence and cohesion.
Grammar and Mechanics	There are a lot of grammatical errors and improper use of mechanics.	The grammatical errors and improper use of mechanics are evident.	Grammatical errors and improper use of mechanics are a few to nonexistent.

References

Books

Calmorin, Laurentina Paler and Melchor A. Calmorin. *Research Methods and Thesis Writing, 2nd Edition*. Manila, Philippines: Rex Book Store, Inc, 2007.

Esther, Baraceros. *Practical Research 2*. Quezon City: Rex Bookstore, Inc, 2016. Faltado, Ruben E. III, Medardo B. Bombita, Helen B. Boholano, and Angeline M. Pogoy.

Practical Research 2: Quantitative Research. Quezon City: Lorimar Publishing, 2016.

Ragma, Feljone. *Practical Research 2: Quantitative Research*. Intramuros Manila: Mindshapers Co., Inc., 2019.