

ACTIVITY 1

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1. Define the term 'Research', Enumerate the characteristics of research. Give a comprehensive definition of research.

The term 'Research' consists of two words: Research = Re + Search 'Re' means again and again and 'Search' means to find out something, the following is the process: Person Observes A gain and again Collection of data Phenomena Conclusions Analysis of data Therefore, research means to observe the phenomena again and again from different dimensions.

GENERAL CHARACTERISTICS OF RESEARCH

The following characteristics may be gathered from the definitions of 'Research'

1. It gathers new knowledge or data from primary or first-hand sources.
2. It places emphasis upon the discovery of general principles.
3. It is an exact systematic and accurate investigation.
4. It uses certain valid data gathering devices.
5. It is logical and objective.
6. The researcher resists the temptation to seek only the data that support his hypotheses.

7. The researcher eliminates personal feelings and preferences.
8. It endeavors to organize data in quantitative terms.
9. Research is patient and unhurried activity.
10. The researcher is willing to follow his procedures to the conclusions that may be unpopular and bring social disapproval.
11. Research is carefully recorded and reported.
12. Conclusions and generalizations are arrived at carefully and cautiously.

COMPREHENSIVE DEFINITION

Research is a process of investigation. An examination of a subject from different points of view. Research is the hunt for the truth. It is getting to know a subject by reading up on it, reflecting, playing with the ideas, choosing the areas that interest you and following up on them. Research is the way you educate yourself.

2. Define the term 'Research'. Describe the specific features of Research.

The research is a process of which a person observes the phenomena again and again and collects the data and on the basis of data he draws some conclusions. Research is oriented towards the discovery of relationship that exists among phenomena of the world in which we live. The fundamental assumption is that invariant relationship exists between certain antecedents and certain consequents so that under a specific set of conditions a certain consequent can be expected to follow the introduction of a given antecedent.

SPECIFIC CHARACTERISTICS OF RESEARCH

1. A sound philosophy of social studies as the basis of research

Robert R. Rusk observes. "In the application of scientific procedure to social studies a sound philosophy- as well as a sound commonsense must be invoked to save the scientific procedure from itself."

2. Research is based on insight and imagination

The same writer feels, "Social studies by its reliance on research must never fail to realize that in addition to its practical practitioner and skilled investigators, it stands in need of men and women of imaginative insight, who look beyond, the present and behold the vision splendid.

3. Research requires an inter-disciplinary approach

Research is not the mere description of elementary and isolated facts of nature. It must be related to the study of complex relationships of various facts.

4. Research usually employs deductive reasoning process

Eric Hylla writes in the 'Nature and Functions of Research', the science of mind commonly uses methods of description, explanation, interpretation, sympathetic or intuitive understanding methods which are mainly speculative and deductive in character and which rarely furnish results that can be subjected to measurement or mathematical procedures.

5. Research should come out of a desire to do things better

Stephen M. Corey writes. "Better social studies means better development or formulation of instructional aims, better motivation of pupils, better teaching methods,

better evaluation and better supervision and administration, these are ‘activities’ or ‘operations’.

6. Research is not as exact as research in physical science

No two human beings have ever been found to be alike. No scientific investigations of human behavior even those of so called “identical twins” have resulted in the findings of individuals completely similar in structure or behavior.

7. Research is not the field of the specialist only

W.C. Redford writes, “In sum, I believe the teachers in every country have the opportunity and the capacity to undertake some research.

8. Research generally requires inexpensive material

In many social studies research studies, we simply need subjects, i.e., children, their social studies tools of daily use, paper and pencil and a few tests.

9. Research is based on the subjectivity and intangibility of social phenomena

Lundberg has pointed out that the physical phenomena may be known directly through sense, whereas social phenomena are known only symbolically through words representing such phenomena as tradition, custom, attitude, values and the whole realm of so-called subjective worlds.

10. Research is perhaps incapable of being dealt through empirical method

According to Lundberg “Exact science tends to become increasingly quantitative in its units, measures, and terminology while most of the matter of social science is quantitative and does not admit of quantitative statement.

11. Research is based on inter dependence of causes and effect

In case of a social phenomenon the cause and the effect are inter dependent and one stimulates the other. It becomes, therefore, very difficult to find as to what is the cause and what is the fore effect.

12. Research cannot be a mechanical process

Symonds concludes that research is, ... “not something that can be ground out as by a machine. Research can never be made a mechanical process. There is no problem worthy of study that does not include unknown elements and does not require a fresh approach and attack.

3. Enumerate the main objectives of research and explain them in detail.

The research has the following three objectives:

1. Theoretical objective
2. Factual objective and
3. Application objective.

1. Theoretical Objective

Those researches whose objectives are theoretical formulate the new theories, principles or laws. Such type of research is explanatory because it explains the relationships of certain variables. These researches contribute some basic knowledge to the human knowledge. The researches in different disciplines i.e., Physics, Chemistry, Mathematics etc. have the theoretical objective.

2. Factual Objective

Those researches whose objective is factual find out new facts. This objective is by nature descriptive. These researches describe facts or events which happened previously. Such type of research is done in history.

3. Application Objective

The research having application objective does not contribute a new knowledge in the fund of human knowledge but suggests new applications. By application we mean improvement and modification in practice. For example if anyone gives a new application of electricity then such type of research has application objective.

4. Describe the various classification of research, Differentiate between fundamental research and action research. Elaborate your answer with examples.

In actual practice, research is conducted at different levels and for different immediate purposes. The level at which a person operates in the field depends on the objectives he intends to accomplish. Generally research has two levels:

1. Basic level

2. Applied level

1. Basic Level

Travers has defined basic level as basic research. It is designed to add an organized body of scientific knowledge and does not necessarily produce results of immediate practical value.

2. Applied Level

Applied research is undertaken to solve an immediate practical problem and the goal of adding to scientific knowledge is secondary. A common mistake is to assume that levels differ according to complexity and that basic research tends to be complex and applied research. Some applied research is quite complex and some basic research is rather simple.

Fundamental Research

Fundamental research helps in developing theories by discovering broad generalizations and principles. It is organized through various procedures of research like sampling, hypothesizing facts, etc. It can be experimented in a psychological laboratory.

Action Research

The aim of action research is immediate application but not any development of theory. If the researcher finds any problem at the time of his field investigation and observation, he applies it.

5. Describe the steps of research. Enumerate the objectives of action research.

Steps of Action Research

The research work is done by reflective thinking and not by traditional thinking. The reflective thinking functions systematically. The steps of research are drawn from reflective thinking.

The following are the six steps of research:

First Step

The problem is selected and defined. The feasibility of the problem depends on its delimitations. Hence, the problem is also delimited in this step.

Second Step

Some tentative solutions are given for the problem when these solutions are based on certain rationale they are termed as hypothesis. Therefore, in this step hypotheses are formulated.

Third Step

These hypotheses are subjected to verification. A design of research is developed for collection of data or evidences for testing the hypotheses. It involves method, sample and techniques of research. The appropriate method and techniques are selected for this purpose.

Fourth Step

The observations and research tools are administered on the subjects and their responses are scored out. Thus, the obtained data are organized in tabular form.

Fifth Step

The appropriate statistical techniques are used to analyse the data so that some decisions may be taken about the hypotheses. The results are used to draw some conclusions.

Sixth Step

The results are discussed and some conclusions are drawn in the form of new information, theory, facts and solution for the practical problems. These steps are followed in both types of research: fundamental and action research, but there is significant difference between the two. The comparison of fundamental and action research has been provided in the tabular form on next pages.

Objectives of Action Research

The action research projects are conducted for achieving the following objectives:

1. To improve the working conditions of school plant.
2. To develop the scientific attitude among teachers and principals for studying their problems.
3. To develop the scientific attitude among students and teachers for understanding and solving their problems.
4. To bring excellence in school workers.
5. To develop the ability and understanding among administrators to improve and modify the school conditions and make it more conducive to learning.
6. To root out the traditional and mechanical environment of school.
7. To make the school system effective for generating a healthy environment for student

learning.

8. To raise the level of performance and level of aspiration of the students.

6. Plan an action research project and describe the various steps which are followed in completing the project.

Steps of Action Research

In designing and conducting action-research project the following steps are followed

1. Identification of Problem

A teacher should be sensitive towards job activities. The problem is isolated from the broad field. The investigator must realize the seriousness of the problem.

2. Defining and Delimiting the Problem

After Identifying the problem, it should be defined so that action and goal may be specified. The delimitation means to localize the problem in terms of class subject, group and period in which a teacher perceives the problem.

3. Analyzing Causes of the Problem

The causes of the problem are analyzed with the help of some evidence. The nature of the causes is also analyzed whether it is under the control or beyond the control of the investigator. This helps in formulating the action hypothesis.

4. Formulating the Action Hypotheses

The basis for the formulation action-hypotheses are the causes of the problem which are under the approach of the investigator. The statement of action-hypothesis

consists of the two aspects: action and goal. It indicates that the action should be taken for achieving the goal.

5. Design for Testing the Action Hypothesis

A design is developed for testing the most important action-hypothesis. Some actions may be taken, and their results are observed. If the hypothesis is not accepted second design is developed for testing another hypothesis. In action-research one hypothesis is tested at a time. The design of action-research is flexible and can be changed at any time according to the convenience of the researcher.

6. Conclusions of Action Research Project

The accepting or rejecting the action-hypothesis leads to draw some conclusions. The statement of conclusion indicates some prescription for the practical problem of school or classroom. The conclusions are useful in modifying and improving the current practices of school and classroom teaching. The National Council of Research and Training has been taken interest in the action research projects. The extension departments of NCERT have been conducting seminars and workshops for in service teachers for imparting knowledge and skill of action research projects. It has developed Its own paradigm of action I research projects.