



# Research Methodology

Quarter 2- Module 3





## The Most Essential Learning Competencies:

- Presents written research methodology

The module is divided into the following concepts, namely:

- Parts of Research Methodology

a.Design

b.Participants/Subjects

c.Instruments/Data Analysis

d.Procedures

- Definition of Terms

- Background of the Study

- Appendices: Transmittal Letter; Informed Consent, Assent Form, Field Notes Form; Transcript.

After going through this module, student/s will:

- 1.Be able to present the Research Methodology; and
- 2.Be able to prepare the other parts of research and appendices.

# Research Design

1

Research Design is a systematic plan of research. It explains the variables/or concepts of the study. Qualitative Design focuses on – Descriptive Research Method. Presents the type of Qualitative designs: Biography, Ethnography, Phenomenology, Grounded Theory, or Case Study.

2

It also explains the Data Collection Techniques: Participant Observation; In-depth Interview and Focus Group Discussion. And the possible output of the study could be included.

Example :

## Women Behind Bars: A Look into Physical and Sexual Aggression

### Research Design

This study used an **descriptive research design** employing the **qualitative approach. Phenomenological strategy** described and investigated the perception of women on the types of physical and sexual aggression occurring among them, how they think their fellow inmates participate in the acts of physical and sexual aggression. It also included their perceived physical and social conditions that influenced the occurrence of physical and sexual aggression, and how they responded to the occurrence of physical and sexual aggression.

This study used an **in-depth interview** guide to the key informants at the Cebu City Bagong Buhay Rehabilitation Center.

**1** The research environment is the place where the study is conducted. Other authors call this the research locale. This portion in the research report proposal provides necessary information about the place or the environment where the researcher conducts his/her study.

**2** It will include a brief description of the place, geographical location, population, and other important information about the place. It may include a map, if necessary.

## RESEARCH ENVIRONMENT

Example :

## **Women Behind Bars: A Look into Physical and Sexual Aggression**

### **Research Environment**

This study is focused in Cebu City Bagong Buhay Rehabilitation Center located in Salinas Drive, Lahug Cebu City. The center is composed of 25 prison cells manned by 1 chief warden and 40 shifting jail guards. Currently, it houses 86 women inmates.

# Research Participants/ Subjects

**1** This section in a research report describes the population or samples of the study. This will indicate the characteristics of the elements from which the samples will be taken. This elaborates on how the samples will be chosen. Terms for differentiation:

Research Subjects are the elements being studied.

Research Participants refer to the elements involved in the study.

Key Informants – common terms used in the Qualitative Study

Example :

## **Women Behind Bars: A Look into Physical and Sexual Aggression**

### **Research Participants**

The researcher utilized the non-probability sampling, specifically the purposive in selecting the 10 subjects. The researcher selected the subjects using the following inclusion criteria: 1) she should have been incarcerated for a year and above; 2) must be 18 years old and above and; 3) must express consent to undergo the interview.



# Research Instruments

1

This part of the research report describes the tools for data collection. Tools refer to the questionnaire or data gathering instrument to be constructed, validated, and administered. Tools can also be an interview guide and/ or checklist. The instrument to be used should be appended (except for standardized). The qualities of a good research instrument are (1) validity, (2) reliability, and (3) usability.

Example :

Women Behind Bars: A Look into Physical and Sexual Aggression

#### IV. Research Instruments

The study used the **interview guide** for the in-depth face-to-face interview which has five sub-topics namely: 1) personal characteristics of selected women inmates; 2) perceived types of physical and sexual aggression; 3) perceived participation of inmates in the acts of physical and sexual aggression; 4) perceived physical and social conditions of women in the center and; 5) response of women on the occurrence of physical and sexual aggression.

It also presents the **Transmittal Letters; Parental Consent for the Researcher/s; and the Informed Consent Form**

**1** The research procedure is a step by step presentation of the different stages of the research. Particularly in the administration and retrieval of the research instrument. The research procedure also traces the data collection data, data processing, analysis, and interpretation. Presents the Calendar of Schedules.

# RESEARCH PROCEDURE

### **Example :**

## **The Quantitative Analysis in the Implementation of the 11th Grade Senior High School Program Academic Track in Science Technology Education Center (STEC): For Improvements**

### **Research Procedure and Schedules**

1. The researcher prepared the research design and tools to be utilized in the study (July 5,2016);
2. Approval and recommendation from the principal was sought (July 13, 2016);
3. The proposed title and design were submitted to the DepEd Division office for approval (July 15, 2016);
4. Validation of the instruments to Junior high School department of STEC will be sought (July 20-22, 2016);
5. Orientation of the participants (by class) (July 23-26,2016\_
5. Profiling of the participants (July 27- August 10,2016);
6. Answering and retrieval of the research tool on the extent of implementation (students- August 12-20, 2016); (SHS faculty- August 21-30,2016);
7. Tallying of results and treatment of data (September 1-30, 2016)
8. Analysis and Interpretation of Data (October 1-15, 2016)
9. Crafting of conclusion, recommendations and proposed improvements (October 16-30,2016)
10. Submission and sharing of the findings to STEC students and faculty (November 3-10,2016)
11. Submission of the copy of the full research to DepEd Division Office (November 15, 2016)



# DEFINITION OF TERMS

1

Listing of terms found in the title, statement of the problem, and sub-problems to be defines operationally. The operational definition refers to the meaning of the words used in the study. It is necessary to orient the readers to attain a logical presentation of the study. The terms must NOT be numbered.

The following terms are defined operationally for the purpose of the study:

**Individualized Education Plan (IEP)** – utilize by the SpEd private elementary schools in Cebu City following the U.S. standard to help monitor the progress of pupils with special needs. It serves as curricular plan for a pupil with special needs that is developed and implemented.

**SpEd Centers**– refer to private elementary educational institutions in Cebu City offering special education to pupils with special needs.

1

This section in a research paper provides ideas and background that caused the researcher to undergo the study. It may be composed of 3 to 5 paragraphs or a total of 1-2 pages only. The first paragraph presents an opening statement or a general idea or information about the main variable/s. It will expound the statement justifying the study. The second paragraph (may be composed of two) should revolve around the scope and coverage of the study.

## THE RATIONALE

2

It presents the prevailing scenario or current situation of the environment or the elements being studied by presenting statistics or data as situationnaires. The third paragraph usually challenges the readers to become interested in the findings of the study. This will bridge the whole rationale for the problem statement. A maximum of three sentences may form part of the last paragraph discussing the competence of the researcher/s to conduct the study.

**THE RATIONALE**



Example:

AWARENESS, ACCEPTANCE, COMMITMENT AND SUPPORT  
OF TEACHERS AND PARENTS TO PUPILS  
WITH SPECIAL NEEDS

Rationale

A special child is a gift. This gift challenges families and teachers to respond with enormous energy and dedication. Finding a way to help that child, to be there in the most loving, supportive and facilitating way possible is, in effect, learning to express the most powerful and humane part of one selves. Thus, awareness is the key to acceptance, commitment and support.

Recent years have seen remarkable advances of Special Education (SpEd) programs in the achievements of children with special needs in most Western countries. All education professionals today in the United States, and more specifically special educators, are guided by the federal mandates of the Individuals with Disabilities Education Act (IDEA, 2004) and the No Child Left Behind Act (NCLB) of 2001. These two acts stress the importance of family-school partnerships to strengthen awareness on children with special needs. The major problem confronting education and welfare of children with special needs in the developing world is ignorance of the society about who the special children are and the kind of provision that could be made to ensure equal opportunities.

In the Philippines, there have been changes as well but it appears to have not lived up to the expectations of its disabled population by statistically recording them as a diminutive national concern, approximately one percent of the total population (Census of Population and Housing (NSO), 2000, p.34). There are obstacles that pose grave challenges to any type of change and those SpEd educators to reach into the community and bring education for the children with special needs and their families. These are: lack of data on disabilities; poor implementation of laws and policies; lack of funds and human resources; the need to make children with special needs, their families, their schools and the general public be aware of their existence (Zettle, 2005, p. 23-24).

Is there a positive reception from potential human resources to help facilitate awareness, acceptance, commitment and support for children with special needs? This pressing question, the current awareness situation, and the existing support of the parents and teachers of the children with special needs have prompted the researcher being an educator for eight years and a basic education supervisor for two years to delve into this research study.

## **RESEARCH PROPOSAL (CHAPTER 1) FORMAT**

*Title Page*

*Table of Contents*

### **CHAPTER I – THE PROBLEM AND ITS SCOPE**

#### **INTRODUCTION**

Rationale of the Study

Review of Related Literature

#### **THE PROBLEM**

Statement of the Problem

Significance of the Study

#### **RESEARCH METHODOLOGY**

Research Design

Research Environment

Research Participants

Research Instruments

Research Procedures

#### **DEFINITION OF TERMS**

#### **BIBLIOGRAPHY/REFERENCES**

#### **APPENDICES**

A. Transmittal Letters, Informed Consent, parental Consent

B. Research Instrument/s, Transcripts

# Appendices

1

These are attachments that are required for the study. Here are the samples.



SCIENCE AND TECHNOLOGY CENTER (STEC)  
Basak, Lapu-Lapu City

SENIOR HIGH SCHOOL DEPARTMENT

**TRANSMITTAL LETTER**

August 25, 2016

Mr. Stephen G. Yu  
Director, StepStones Learning Center  
Casuntingan, Mandaue City

DEAR MR. YU:

Warm Greetings!

The undersigned students are currently finishing their Qualitative Research work at Science Technology Education Center (STEC), Basak, Lapu-Lapu City. In compliance with the requirements of the course, the undersigned students are now working on the research entitled,

**"AWARENESS, ACCEPTANCE, COMMITMENT AND SUPPORT OF  
TEACHERS AND PARENTS TO PUPILS WITH SPECIAL NEEDS."**

In this connection, the undersigned students are asking your permission and approval to conduct their study among the teachers and selected parents of your school with pupils/children with special needs.

Rest assured that the findings will be utilized for the improvement of your school in general and will benefit the pupils, teachers and parents in particular.

Thank you.

Respectfully yours,

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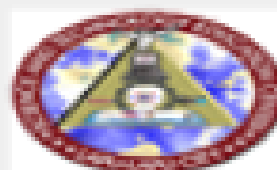
Recommended by:

**BRYANT C. ACAR**  
Research Teacher

Noted by:

**MRS. SHIMANAH KASHEIKA**  
STEC SHS Principal





**SCIENCE AND TECHNOLOGY CENTER (STEC)**  
**Basak, Lapu-Lapu City**

**SENIOR HIGH SCHOOL DEPARTMENT**

**PARENT/GUARDIAN/CAREER CONSENT FORM**

**Instruction:** Please complete the following, sign and return to:  
**Mr. Bryant C. Acar, STEC Research Teacher**

**Name of student:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**Name of Parent/Guardian:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Mobile:** \_\_\_\_\_

**Family Doctor** ..... **Doctor's Tel No:** .....

Does your child suffer from any medical conditions/allergies that the teacher/  
coach should be aware of (including any current medication)

.....

.....

Please provide details of medication that must be administered:

\_\_\_\_\_

**Emergency contact details:** (If different from above)

**Name:** ..... **Telephone no:** .....

**Relationship to child:** .....

**CONSENT** (please read carefully)

- a) I agree to my son/ daughter taking part in the Field Work/Immersion in partial fulfillment of the Research Course Work to develop the independent and critical skills of the students.
- b) I confirm to the best of my knowledge that my son/ daughter does not suffer from any medical condition other than those listed above.
- c) I fully support the research undertaking of my son/daughter through minimal financial cost and through my attendance/presence if so desired.
- d) I consent to my son/ daughter travelling by any form of public transport, minibus or motor vehicle by land or water in the course of gathering research data.
- e) I understand that the teacher/school accept no responsibility for any untoward incident, damage or injury caused by or during attendance based on the attached schedules of the field work/gathering data.

**Signed** ..... (Parent/ Guardian)

**Date:** .....

*Append approved transmittal letter, budget section and field schedules*



**INFORMED CONSENT LETTER**  
**SCIENCE AND TECHNOLOGY EDUCATION CENTER**  
**SENIOR HIGH SCHOOL DEPARTMENT**  
Basak, Lapu-Lapu City

Please consider this information carefully before deciding whether to participate in this research.

**Purpose of the research:** To assess the extent of the SHS Implementation.

**What you will do in this research:** If you decide to volunteer, you will be asked to participate in FGD. You will be asked several questions. Some of them will be about pertaining to the low ratings of the tool. With your permission, I will tape record/video the interviews so I don't have to make so many notes. You will not be asked to state your name on the recording.

**Time required:** The interview will take approximately 2 hours.

**Risks:** Some of the questions may cause discomfort or embarrassment. **OR** No risks are anticipated.

**Benefits:** This is a chance for you to tell your story about your experiences/issues concerning SHS Program Implementation.

**Compensation:** No remuneration but you will be provided with snacks.

**Confidentiality:** Your responses to interview questions will be kept confidential. At no time will your actual identity be revealed. You will be assigned a random numerical code. Anyone who helps me transcribe responses will only know you by this code. The recording will be destroyed as soon as it has been transcribed, or when my final paper has been graded, or when my dissertation has been accepted.] The transcript, without your name, will be kept until the research is complete.

The key code linking your name with your number will be kept in a locked file cabinet in a locked office, and no one else will have access to it. It will be destroyed. The data you give me will be used for the Action Research I am currently writing and may be used as the basis for articles or presentations in the future. I won't use your name or information that would identify you in any publications or presentations.

**Participation and withdrawal:** Your participation in this study is completely voluntary, and you may refuse to participate or withdraw from the study without penalty or loss of benefits to which you may otherwise be entitled. You will receive payment based on the proportion of the study you completed. You may withdraw by informing the experimenter that you no longer wish to participate (no questions will be asked). You may skip any question during the interview, but continue to participate in the rest of the study.

**To Contact the Researcher:** If you have questions or concerns about this research, please contact: BRYANT C. ACAR, STEC SHS, [bryantacar@gmail.com](mailto:bryantacar@gmail.com) or mobile number 09430166769

**Agreement:**

The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name (print): \_\_\_\_\_

## CHILD ASSENT FORM

I am \_\_\_\_\_ (researcher) from Science and Technology Education Center SHS. I am doing a study entitled, "\_\_\_\_\_."

We are asking you to take part in the research study because you are fit for the study.

For this research, we will ask you to answer or perform:

Specify) \_\_\_\_\_

We will keep all your answers private, and will not show them to (your teacher or parent(s)/guardian). Only researchers and the adviser working on the study will see them.

We don't think that any big problems will happen to you as part of this study, but you might (mention some allowable unpleasant procedures like if there are)

\_\_\_\_\_  
(Describe direct benefits if applicable).

You should know that:

- You do not have to be in this study if you do not want to. You won't get into any trouble with (STEC SHS, your teacher, or the school) if you say no.
- You may stop being in the study at any time. (If there is a question you don't want to answer, just leave it blank.)
- Your parent(s)/guardian(s) were asked if it is OK for you to be in this study. Even if they say it's OK, it is still your choice whether or not to take part.
- You can ask any questions you have, now or later. If you think of a question later, you or your parents can contact me at (provide contact information for researcher(s), and advisor if graduate student).

Sign this form only if you:

- have understood what you will be doing for this study,
- have had all your questions answered,
- have talked to your parent(s)/legal guardian about this project, and
- agree to take part in this research

Your Signature

Printed Name

Date

\_\_\_\_\_  
Name of Parent(s) or Legal Guardian(s)

Researcher explaining study

Signature

Printed Name

Date

## FIELD NOTES 1: Participant Observation

Date

Time started

Time ended

Place

Participant/s

Type of Data      Observation

Describe the event/situation:



TRANSCRIPT			
Subject:		Age:	Sex:
Date:		Time Start:	
Location:		Time End:	
Question 1			
Verbatim Response:			
Key Words:			
Emotions:			
Body language			
Analysis			
Probing Questions			

*End of  
the  
Lesson*