

## CHAPTER 5

WRITING CHAPTER 1

RES1  
STEM/ABM STRANDS

But  
before  
we do...

## RECALL:

CHARACTERISTICS OF RESEARCH

### Characteristics of Research

- Systematic
- Objective
- Feasible
- Evidence-based
  - Clear

## RECALL:

RESEARCH PARADIGM

### Research Paradigm

An **effective** research paradigm must address these two important aspects:

1. Research foundations
2. Research methodology

### Research Foundations

Fundamental components such as:

- Research problem
  - Purpose
- Specific questions to be addressed
- Conceptual framework to be applied

### Research Methodology

How the researcher will answer the research questions in a credible manner.

- Review of literature
- Research approach and design
  - Data collection
  - Method of analysis
  - Conclusions

## THE BEGINNING

CHAPTER ONE  
THE PROBLEM AND ITS SETTING

### What is included?

1. Introduction
2. Statement of the problem
3. Scope and delimitation
4. Significance of the study

In this lesson, you will:

1. Identify the essential elements of the introduction.
2. Evaluate an example research introduction.
3. Formulate your research introduction.



LESSON 5.1  
THE INTRODUCTION

### Remember:

The researcher has to **introduce** the different elements of the first chapter by giving a brief description of each element, so that the reader will know what to expect from the chapter.

### Example:

*“This chapter presents the different essential elements: the introduction, which contains the rationale (an explanation of the reasons for the conduct of the research); the review of literature and statistical foundation; the statements of the general and specific problems; the scope and delimitation, which identify the major variables, the sub-variables, and the indicators; the significance of the study, which enumerates the beneficiaries of the study and the corresponding benefits each will receive; and lastly, the notations.”*

### WHY?

The introduction is **important** because it establishes the **cognitive setting** of the research.

### Elements:

- **Rationalization** of the need to research on the problem
- Clarification of the **important terminologies** for the reader to easily understand what the research is about
- Establishment of the **degree of seriousness** of the problem which prompted the researcher to look for solutions

### Ask yourself:

**What is the rationale of the problem?**

– answered by sharing the reasons why the researcher decided to look for solutions to the problem. A rationale may include the narration of personal experiences, a description of an article read, a scene witnessed, a news heard, or a theory that needs to be clarified.

### Example:

*“As a Grade 12 student, Arjohn David, experienced some difficulties in performing well because of various factors such as the attitude of his teachers as well as their teaching methods, the absence of laboratory facilities, and inadequacy of books in the library. He is having difficulties in his quizzes and class performance.”*

### Ask yourself:

**What is the setting of the problem?**

– it forms part of the delimitation of the study. It defines the geographic boundaries and certain demographic characteristics of the research.

*Example:*

“Puting Capunitan High School is one of the barrio schools in Orion, Bataan where most enrollees are from disadvantaged families whose immediate ancestors are either farmers or fisher folks. This school is one of the schools with poorly performing students in their division according to the Department of Education.”

*Ask yourself:*

**What is the basic literature foundation of the study?**

-- this is different from the review of the related theories, conceptual literature, and research literature. This seeks to provide the researcher clarity on the terms or variables used in the study. This should be derived from different literature sources. This is crucial in this part.

*Example:*

“As teaching is considered to be a complex activity (Medley, as cited in Iqbal 1996), the scholars and researchers in the field of education have since long been exploring into and analyzing the teaching phenomenon. Teaching is an arrangement and manipulation of situation in which a learner tries to overcome the learning problems. Teaching is also a multidimensional set of activities intended to facilitate learning (Torrington, et. al., 2003). However, it is universally recognized that teachers’ instructional performance plays a key role in students’ learning and academic achievement (Panda and Mohanty, 2003).”

*Ask yourself:*

**How serious is the chosen research problem?**

-- identify the intensity and magnitude of the problem and then describe the gravity of the problem. Look for statistical or quantitative evidence to assess the significance of the problem at hand.

*Example:*

“Based on the DepEd Division Memo series 2012, among the twelve schools with the most poorly performing students, Puting Capunitan High School ranked third.”

*Ask yourself:*

**What is the general objective of the problem?**

-- this is the general statement of the problem or the major tasks of the researcher to discharge and should also be the basis of the enumerated statements of specific problems.

*Example:*

“With the abovementioned scenario and situation, it is the main objective of the researcher to determine the common reasons of the poor performance of the students. Therefore, the research findings on that objective become the basis of an intervention program for school effectiveness.”

*Ask yourself:*

**What is the overall purpose of the problem?**


-- show full awareness of your purpose. You must fully understand the implication of the resulting findings of the study.

*Example:*

“This is mainly for the purpose of testing the students acquire the needed competencies before graduation and enabling the school to perform better in the Regional Achievement Examination.”

In this lesson, you will:

1. Differentiate the general problem from the specific problems of the research.
2. Compare the different types of research questions.
3. Formulate the general problem of the study and its specific questions.



LESSON 5.2  
THE STATEMENT OF THE PROBLEM

## THE STATEMENT OF THE PROBLEM

THE OPENING PARAGRAPH OF THIS SECTION CONTAINS THE GENERAL PROBLEM OF THE STUDY.

### How do I write one?

In the book “*Principles of Qualitative Research: Designing a Qualitative Study*” (2014), Creswell and Clark provided the following criteria in writing the purpose statement:

### Criteria:

1. It should use single and not compound sentences.
2. It should clearly express the purpose of the study.
3. It should include the central phenomenon.
4. It should use qualitative words. (ex. explore, discover, explain)
5. It should identify the participants in the study.
6. It should state the research site.

### An example general pattern:

“The purpose of this (*narrative, phenomenological, grounded theory, ethnographic, case*) is to (*understand, describe, develop, discover*) the (*central phenomenon of the study*) for (*the participants*) at (*the site*). At this stage in the research, the (*central phenomenon*) will be generally defined as (*a general definition of the central concept*).

– From Creswell and Clark, 2014

The overall objective of this phenomenological study is to describe the intrapersonal and interpersonal competencies of school principals, and their relationship to the school effectiveness in the Division of Caloocan City for the school year 2015-2016. The result is used as a basis for an intervention program (Cristobal, 2016). Here, intrapersonal is the school managers’ own self-concept and personality while interpersonal is their communication and expressions in dealing with subordinates.

## THE SPECIFIC PROBLEMS

THE GENERAL PROBLEM IS FOLLOWED BY AN ENUMERATION OF SPECIFIC PROBLEMS

### CRITERIA:

1. They must be in question form.
2. They must define the population and the respondents.
3. They must identify the variables being studied.

### Two Types of Research Questions

1. Central questions – most general questions
2. Sub-questions – subdivide the central question into specific topical questions and are only limited in number.

– Creswell and Clark, 2014

### CENTRAL QUESTION SCRIPT

“What is the meaning of/What does it mean to (central phenomenon)?”

**Examples:**

What is the meaning of intrapersonal competencies?  
What does it mean to differentiate the customs and traditions of the Aetas to those of the locals?

### CENTRAL QUESTION SCRIPT

“How would (participants) describe (central phenomenon)?”

**Examples:**

How would school managers describe intrapersonal competencies?  
How would the Aetas and the locals of Zambales differentiate their customs and traditions?

### SUB-QUESTION SCRIPT

“What (aspect) does (participant) engage in as a (central phenomenon)?”

**Examples:**

What level of self-concept does the school managers engage in as a characteristic of intrapersonal competencies?  
What nature of practices do the Aetas and locals of Zambales engage in as a part of their customs and traditions?

### RESEARCH QUESTIONS

#### TYPES

### TWO TYPES

1. **Non-researchable questions** – questions of value and answerable by yes or no.
2. **Researchable questions** – questions of opinions, perceptions or policies that are raised to accumulate data.

### NON-RESEARCHABLE

- Should all mothers breastfeed their babies?
- Should high school teachers be watchful over their Grade 12 students?
- Do all head teachers have master's degree?

### RESEARCHABLE

- What are the common preparations done by Grade 12 students during their first days in school?
- How do senior high school students respond to their Math teachers?
- What are the study habits of students who are poorly performing?

### RESEARCHABLE QUESTIONS

#### CLASSIFICATION

### 1. FACTOR-ISOLATING

These ask the question “What is this?”. These questions are sometimes called factor-naming questions because they isolate, categorize, describe, or name factors and situations.

**Example:**

What is the profile of school principals in terms of age, management experience, and civil status?

## 2. FACTOR-RELATING

These ask the question “What is happening here?”. The goal of these questions is to determine the relationship among factors that have been identified.

**Example:**

*How does the performance level of volleyball team of boys differ to that of the girls?*

## 3. SITUATION-RELATING

These ask the question “What will happen if...?”. The goal of these questions is to yield hypotheses testing or experimental study designs in which the researcher manipulates the variable to see what will happen.

**Example:**

*What are the effects of computer-assisted learning methods of teaching to the interest of level of Grade 12 students to their history subject?*

## 4. SITUATION-PRODUCING

These ask the question “How can I make it happen?”. The goal of these questions is to establish explicit goals for actions, develop plans or prescriptions to achieve goals, and specify the conditions under which these goals will be accomplished.

**Example:**

*What faculty development activities can be sponsored by MCU to improve the performance of graduating students in the UPCAT?*

In this lesson you will:  
1. Specify the different variables, sub-variables, and indicators of the study.



LESSON 5.3  
THE SCOPE AND DELIMITATION

## SCOPE

### VARIABLE & ATTRIBUTE

## TERMS:

The **scope of the study** is determined primarily by the selection of variables that the research study will focus on.

- A **variable** refers to any characteristic that can have different values or traits that may vary across research participants. They can be measured, controlled, and manipulated by the researcher.
- An **attribute** is an important element of a variable. It refers to the value assigned to a specific variable. The variable agreement may have the following attributes – *strongly agree, agree, disagree, and strongly disagree*.

## VARIABLES

### WHAT TO REMEMBER

## CHARACTERISTICS OF VARIABLES

1. Dependence
2. Mutually Exclusive
3. Exhaustive

## 1. DEPENDENCE

This refers to how the variable is considered in a **cause-and-effect** relationship.

1. **Independent** variables are those characteristics that are changed, manipulated, or selected by the researcher.
2. **Dependent** variables are those that change because of changes to independent variables.

## 2. MUTUALLY EXCLUSIVE

This means that a participant or respondent **cannot possess two attributes** of a variable.

## 3. EXHAUSTIVE

This means that the researcher should consider **all possible attributes of a certain variable**. The researcher must identify all possible answers or reactions of the participants to a survey question.

## KINDS OF VARIABLES

1. Continuous
2. Discrete
3. Categorical

## 1. CONTINUOUS VARIABLE

Variables that may have an **infinite** number of values and may **vary widely** among the research participants.

### Example:

Age and weight

## 2. DISCRETE VARIABLE

Variables that may have specific limits to their values.

### Example:

Income, number of children, years of employment

## 3. CATEGORICAL VARIABLE

Variables that cannot be expressed in numbers but are given in non-quantitative and descriptive terms.

### Example:

Civil status, educational achievement

## DELIMITATION OF THE STUDY

WHAT  
WHY

## WHAT?

The delimitation of the study describes the various **limitations** that arose during the design and conduct of the study. These include the characteristics of the research design and methodology that **affected or influenced** the findings of the study. They serve as **constraints**.

## DISTINCTION

The **limitations** of the study are defined primarily in the **scope of the study**. While the scope of the study defines the variables that are the focus of the research, the **delimitation** of the study identifies the other **variables that were not considered** for the study, but are significant or may have had an impact on the findings of the study.

## WHY?

The following limitations may arise from the research design and methodology:

1. Sample size
2. Lack of available and/or reliable data
3. Lack of prior studies
4. Chosen data collection method
5. Nature of the information collected

## 1. SAMPLE SIZE

The sample size will determine the **quality of data and the relationship** that will be identified among the variables.

## 2. LACK OF AVAILABLE AND/OR RELIABLE DATA

Missing and unreliable data will **limit the scope of analysis** and the **ability of the researcher** to determine meaningful trends, patterns, and relationships among the data.

## 3. LACK OF PRIOR STUDIES

This will limit the **effectiveness** of the literature review and may limit the **initial understanding** of the research problem.

## 4. CHOSEN DATA COLLECTION METHOD

Limitations in the data collection method and instrument may affect the **quality of data** collected. **Unclear or vague** questions will result to **unclear or erroneous** answers from the respondents.

## 5. NATURE OF THE INFO COLLECTED

Relying on preexisting data may impose limits on the researcher as he/she can no longer **clarify** certain data. Self-reported data have the risk of being **false** and **cannot easily be verified**.

## WHY

The **characteristics** of the researcher and the limits he/she **experiences** in the conduct of the research will also give rise to limitations.

1. Access
2. Time period
3. Bias
4. Language

In this lesson, you will:

1. Cite the potential benefits of the study.



LESSON 5.4  
SIGNIFICANCE OF THE STUDY

## SIGNIFICANCE

TO/FOR WHOM



### WHY?

Research is a **noble** undertaking only **IF** it makes **significant contributions** to the community or the academic field or discipline where the researcher is affiliated with.

### WHAT?

1. This section should clearly discuss the **purpose** that the research will serve to society, the country, the government, the institution or agency concerned, the curriculum planners and developers, and the research community.

### WHAT?

2. This section also describes the **contribution** of the study to the existing body of knowledge.

### WHAT?

3. This section also enumerates the **beneficiaries** who will gain from the results of the study. Specific mention is needed and specific benefits must also be enumerated and explained. The list should be made according to **the most to the least** significance.

For lesson handout,  
visit:

<http://jacs.weebly.com>



THANK YOU!