

Senior
High
School

Practical Research 2

Quarter 1 – Module 6:

Describing Background of Research



Practical Research 2
Alternative Delivery Mode
Quarter 1 – Module 6: Describing Background of Research
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Quarter 1 – Module 6: Describing Background of Research



Introductory Message

For the facilitator:

Welcome to the **Practical Research 2** Modular Distance Learning (MDL) Module **Describing Background of Research!**

This module was collaboratively designed, developed, and reviewed by educators both from public and private institutions to assist you, the teacher, or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st-century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

In view to the new normal world we are facing, this module was created to answer that education should not stop for our learners.

This Practical Research 2 Module for Quarter 1 is all about the Describing Background of Research. With this we are trying to allow our learners to work independently in discovering through simple and enjoyable activities/experimentation that are aligned to the competencies that they should learn.










As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.



For the learner:

Welcome to the **Practical Research 2** Modular Distance Learning (MDL) Module **Describing Background of Research!**

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

 <i>What I Need to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <i>What I Know</i>	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
 <i>What's In</i>	This is a brief drill or review to help you link the current lesson with the previous one.
 <i>What's New</i>	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
 <i>What is It</i>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <i>What's More</i>	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
 <i>What I Have Learned</i>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <i>What I Can Do</i>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
 <i>Assessment</i>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.

 Additional Activities	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 Answer Key	This contains answers to all activities in the module.

At the end of this module you will also find:

References This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain a deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module was designed and written with you in mind. It is here to help you master identifying the inquiry and stating the problem of research. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is on describing background of research.



After going through this module, you are expected to:

1. Describe background of research.



What I Know

Direction: Read the following questions carefully. Encircle the letter of the best answer.

1. The following is NOT included in the background of the study?
 - A. A review of the area being researched
 - B. Current information surrounding the issue
 - C. Previous studies on the issue
 - D. The prediction of the result of the study
2. All are questions to be asked in writing the background of the study **EXCEPT:**
 - A. What are some research results?
 - B. What is the research question?
 - C. How would you complete your research?
 - D. What is the proposed answer to the hypothesis of the study?

3. The following are true about the background of the study **EXCEPT**:
- A. It is an overview of the research study and explains why the researcher is doing the study.
 - B. It provides information that is important to understand the main body of the research investigation.
 - C. It presents facts, theories, constructs, concepts, variables, and measures related to the study.
 - D. It is to help the researcher to prove the relevance of his or her research question and to further develop his or her thesis.
4. Which of the statements is true about the background of the study?
- A. It identifies and describes the history and nature of a well-defined research problem.
 - B. It locates the present study within the context of existing literature.
 - C. It provides the reader with the essential context needed to understand the research problem.
 - D. It expands upon the key points stated in the introduction but is not the main focus of the paper.
5. In writing the background of the study the following should be done **EXCEPT**:
- A. Conduct primary research at the beginning stages of formulating a thesis when many issues are unclear.
 - B. Formulate the hypotheses for the present study.
 - C. Read the information and develop a research question of the thesis statement that will guide your research.
 - D. Write a thesis statement or your research questions.
6. What is the first thing to do when writing the background of the study?
- A. Revising and editing
 - B. Conducting primary research at the beginning stages of formulating a thesis statement.
 - C. Writing a thesis statement or research question
 - D. Reading information and developing a research question or thesis statement that will guide in the research
7. The second step in writing the background of the study is _____.
- A. revising and editing
 - B. conducting primary research at the beginning stages of formulating a thesis statement.
 - C. writing a thesis statement or research question
 - D. reading information and developing a research question or thesis statement that will guide in the research

8. Which of the following is the third step in writing the background of the study?
- Revising and editing
 - Conducting primary research at the beginning stages of formulating a thesis statement.
 - Writing a thesis statement or research question
 - Reading information and developing a research question or thesis statement that will guide in the research
9. The fourth step in writing the background of the study is _____
- Completing the research using the thesis statement and research questions as a guide.
 - Revising and editing
 - Writing a thesis statement or research question
 - Reading information and developing a research question of thesis statement that will guide in the research
10. Which of the following is the fifth step in writing the background of the study?:
- Completing the research using the thesis statement and research questions as a guide.
 - Revising and editing
 - Writing a thesis statement or research question
 - Creating five separate sections that cover the key issues, major findings, and controversies surrounding the thesis as well as sections that provide an evaluation and conclusion.
11. The sixth step in writing the background of the study is _____.
- completing the research using the thesis statement and research questions as a guide.
 - revising and editing
 - writing a thesis statement or research question
 - concluding by identifying and further study what needs to be done in the area or providing possible solutions to the issue that haven't been considered before.
12. What is the final step in writing the background of the study?
- Completing the research using the thesis statement and research questions as a guide.
 - Revising and editing
 - Writing a thesis statement or research question
 - Reading information and developing a research question of thesis statement that will guide in the research

13. Why do you need the background of the study?
- Conclude through the findings of the study.
 - Determine the current state of knowledge.
 - Make recommendations using the conclusions.
 - Present data in a tabular or graphical presentation.
14. What is the purpose of the background of the study?
- To help the researcher prove the relevance of his or her research question and to further develop his or her thesis.
 - To guide the researcher during the research process.
 - To describe briefly the issues that need to be addressed by the researcher
 - To answer the research questions
15. The background of the study locates or situates the study in the context of the specific field like accounting, business, science, technology, and other fields.
- True
 - False
 - Sometimes false
 - Sometimes true

Lesson 1

Describing Background of the Study



What's In

Directions: Complete the table by putting a **checkmark (/)** opposite the item with a **good** characteristic of research, if not leave the space blank and justify your answers under the *remark's* column.

Characteristics of a Good Research Title	Remarks
It must be specific. - _____	
It must be lengthy. - _____	

It must be original. - _____	
It describes what is the study all about. - _____	
It must be within 20 or more substantive word requirement of the APA. - _____	



What's New

Activity 1:

Directions: Read the sample background of the study below and answer the questions below:

Sample 1:

Students have different ways in processing information; some may prefer a-udio-visual presentation; others drama and imitating or reasoning logically and intuitively, or analyzing and envisioning. Teacher style also vary. Some professors used traditional way of teaching; others used the new trend in technology; some focus on principles and others on presentations.

When the learning style of professors are incompatible, the students may become inattentive, distracted, uninterested, their achievement level goes down, and eventually leads to school dropout. For intervention used in this study is the student's devises games-simulation. Games-simulation is introduced as a method in teaching in medical fields recently through interactive video games (*Rosser, Lynch, Caddihy, Gentile, Klanssky, & Merrill, 2007*)

Questions:

1. What is the focus of the background of the study?

2. Which part of the background of the study refers to the findings of other researchers?



What is It

- The purpose of the background of the study is to help the researcher to prove the relevance of his or her research question and to further develop his or her thesis.
- The background of the study includes 1. A review of the area being researched, 2. current information surrounding the issue, 3. Previous studies on the issue, 4. relevant history of the issue, and 5. effectively set forth the history and background information on the problem.
- In writing a background of the study these are some suggested things to be done.
 1. Conduct a primary research at the beginning stages of formulating a thesis when many issues are unclear.
 2. Read the information and develop a research question of thesis statement that will guide your research.
 3. Write a thesis statement or research question.
 4. Complete your research using your thesis statement and research question as your guide.
 5. Create five separate sections that cover the key issues, major findings and controversies surrounding your thesis as well as sections that provide an evaluation and conclusion.
 6. Conclude by identifying and further study what needs to be done in the area or provide possible solutions to the issue that haven't been considered before.
 7. Revise and edit your background of the study.





What's More

Independent Activity 1

Read the following excerpt from a background of the study of a certain research. Then be able to describe the said background of the study by completing the unfinished sentences in the independent activity 2.

Sample 2

With diminishing finances, it is rarely possible for a library of information center to have enough resources to fulfil the needs of its clients...Collaboration is widely recognized as the best way for libraries to cope with the ever increasing challenges: volume of information resources, nature and quality of information, user needs and expectations, information and communication technology competencies and infrastructure, inflated cost of information resources and staffing needs. However, although these challenges have continued to prevail, libraries working under collaborative initiatives like the Consortium of Academic and research Libraries in Illinois (CARL) have registered tremendous success.

This research reports the findings of a thorough study to establish the factors that have led to the success of CARLI and how such success factors can be applied in libraries of developing countries like Uganda. Emphasis is placed on the establishment of CARLI leadership, the sharing of responsibility and decision making process, as well as sources of funding for the consortium... Also central to the research study is exploration of the role and responsibility of participating member libraries and their contributions to and expectations from the consortium.

This present study has incorporated interviews with CARLI staff and a questionnaire survey to all the participating CARLI membership.

(<https://www.ideals.illinois.edu/bitstreamyhandle/2142/thesis-ch.1-3>)

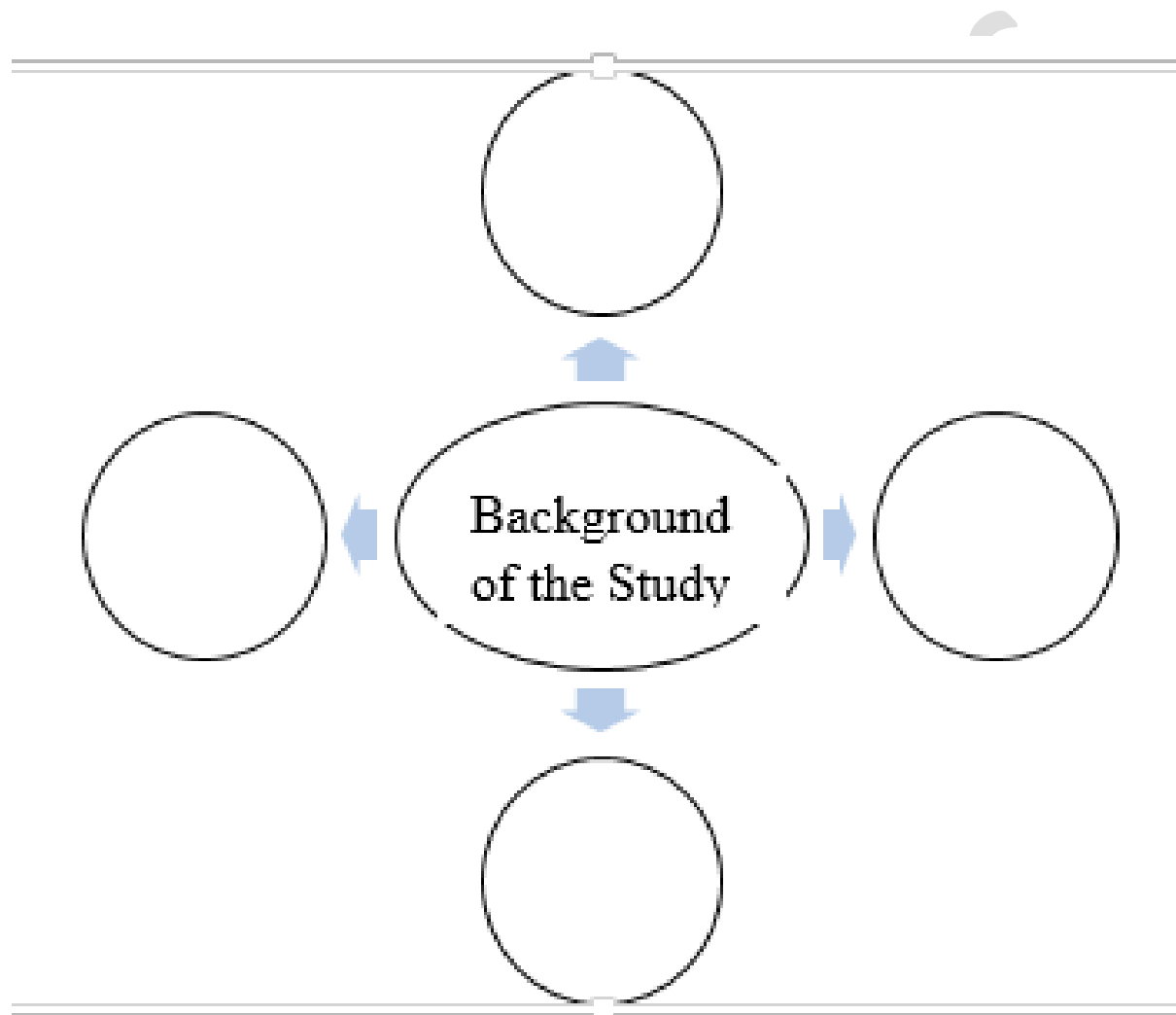
Independent Activity 2

1. _____ are/is involved in the study.
2. The study was conducted at _____.
3. The study was conducted in _____.
4. The present study is all about _____.
5. The study was conducted to _____.



What I Have Learned

Directions: Complete the concept web to summarize the lesson you learned about the background of the study. Write your answer inside the circle.





What I Can Do

Situation Analysis

Many things around us such as the food we eat are results of research. So, manufactured food is out in the market for our consumption. But there is food that is not for everybody. The elderly especially those who are sick have some restrictions on their food intake.

Question:

How will you check the background information of the commercial food if they safe for your grandparents?



Assessment

Directions: Read the sample of a short background of the study below. Then answer the following questions.

Students have different ways in processing information; some may prefer audio-visual presentation; others drama and imitating or reasoning logically and intuitively, or analyzing and envisioning. Teacher style also vary. Some professors used traditional way of teaching; others used the new trend in technology; some focus on principles and others on presentations.

When the learning style of professors are incompatible, the students may become inattentive, distracted, uninterested, their achievement level goes down, and eventually leads to school dropout. For intervention used in this study is the student's devises games-simulation. Games-simulation is introduced as a method in teaching in medical fields recently through interactive video games (Rosser, Lynch, Caddihy, Gentile, Klanssky, & Merrill, 2007)

1. Who is involved in the study aside from the researcher?
 - a. Students
 - b. Professors
 - c. Both a and b
 - d. none of the above

2. Where was the research conducted?
 - a. School
 - b. Students' house
 - c. Professor's house
 - d. Audiovisual room
3. What was the study all about?
 - a. Games simulation as an innovation tool
 - b. Learning Style
 - c. Teaching style
 - d. Processing information
4. Infer why was the study conducted?
 - a. To find out the learning styles of students.
 - b. To find out the teaching styles of the professors.
 - c. To find out how effective is the games-simulation as an innovation tool
 - d. To find out the relationship between the teaching styles of professors and the learning styles of students.
5. When was the study conducted?
 - a. 2006
 - b. Not stated in the article
 - c. 2007
 - d. both b and c

Directions: Read each item carefully. Then answer the questions that follow.

6. Editing and revising the background of the study is the last step to be done in writing a background of the study.
 - a. True
 - b. False
 - c. Sometimes False
 - d. sometimes True
7. The researcher should do library and internet readings so that there will be sources of information for the background of the study.
 - a. True
 - b. False
 - c. Sometimes False
 - d. sometimes True
8. A thesis statement or research question is not needed when writing a background of the study.
 - a. True
 - b. False
 - c. Sometimes False
 - d. sometimes True
9. Sources of information should be cited.
 - a. True
 - b. False
 - c. Sometimes False
 - d. sometimes True
10. The background of the study could include the possible solutions to the problems that haven't been considered in previous studies.
 - a. True
 - b. False
 - c. Sometimes False
 - d. sometimes True

11. The linking up of research study to recent development can make the readers deduce the originality of the study.
- a. True
 - b. False
 - c. Sometimes False
 - d. sometimes True
12. The information provided by the researcher in the background of the study of his or her research that is essential to understand the main body of the research investigation can be an offshoot of developments in history, culture, academics, etc.
- a. True
 - b. False
 - c. Sometimes False
 - d. sometimes True
13. The following are **not** true about the background of the study except one.
- a. It is an overview of the research study and explains why the researcher is doing the study.
 - b. It becomes the central theme, the focus, the main thrust of the study.
 - c. It presents facts, theories, constructs, concepts, variables, and measures related to the study.
 - d. It is to guide the researcher during the research process.
14. Background of the study is conducted to _____.
- a. Guide the researchers to formulate hypotheses.
 - b. Determine the current state of knowledge.
 - c. Present data in a tabular or graphical presentation.
 - d. Make recommendations using the conclusions.
15. In writing the background of the study the following should **not** be done except one.
- a. Formulate the hypotheses for the present study.
 - b. Read the information and develop a research question of thesis statement that will guide your research.
 - c. Show a visual presentation of the flow of the research.
 - d. Illustrate the plan, structure, and strategy of investigation so conceived as to obtain answer to research questions or problems.



Additional Activities

Directions: Read again the two samples of background of the study studied in the lesson. Between the two samples which satisfies the basic questions in writing the background of the study? Why?

for QA Process



Answer Key

What I Know
1. A
2. C
3. D
4. C
5. B
6. D
7. C
8. C
9. D
10. C
11. D
12. C
13. B
14. B
15. B

What's More
1. B
2. C
3. D
4. A
5. E
6. Y
7. N
8. Y
9. Y
10. N

Assessment
1. B
2. D
3. D
4. A
5. A
6. D
7. D
8. D
9. C
10. D
11. A
12. A
13. B
14. A
15. A

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for QA Process

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