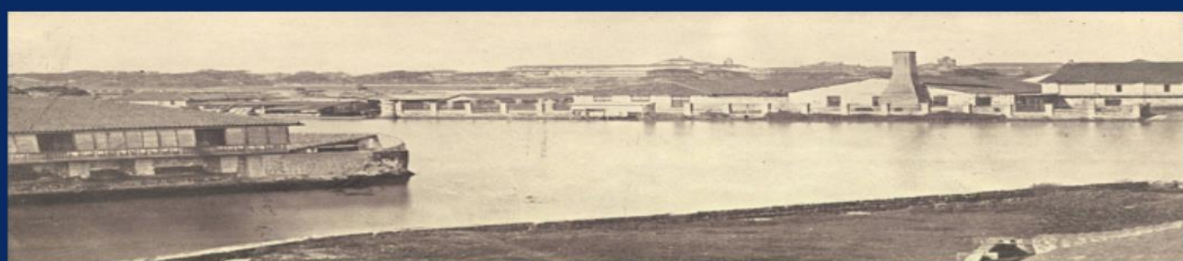




PRACTICAL RESEARCH 2

Self-Learning Module for
Senior High School



Practical Research 2 – Grade 11
Quarter 4 – Module 1: Descriptive Research Design
First Edition, 2020

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Practical Research 2

11

Quarter 4

Self-Learning Module 1

Descriptive Research Design



Introductory Message

For the facilitator:

Welcome to the Practical Research 2 for Grade 11 Self-Learning Module on Descriptive Research Design!

This Self-Learning Module was collaboratively designed, developed and reviewed by educators from Schools Division Office of Pasig City headed by its Officer-In-Charge Schools Division Superintendent, Ma. Evalou Concepcion A. Agustin in partnership with the Local Government of Pasig through its mayor, Honorable Victor Ma. Regis N. Sotto. The writers utilized the standards set by the K to 12 Curriculum using the Most Essential Learning Competencies (MELC) while overcoming their personal, social, and economic constraints in schooling.

This learning material hopes to engage the learners into guided and independent learning activities at their own pace and time. Further, this also aims to help learners acquire the needed 21st century skills especially the 5 Cs namely: Communication, Collaboration, Creativity, Critical Thinking and Character 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

This contains helpful tips or strategies that will help you in guiding the learners.

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 own learning. Moreover, 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 Self-Learning Module on Descriptive Research Design!

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 material while being an active learner.

This module has the following parts and corresponding icons:



Expectations - These are what you will be able to know after completing the lessons in the module



Pretest - This will measure your prior knowledge and the concepts to be mastered throughout the lesson.



Recap - This section will measure what learnings and skills that you understand from the previous lesson.



Lesson- This section will discuss the topic for this module.



Activities - This is a set of activities you will perform.



Wrap Up- This section summarizes the concepts and applications of the lessons.

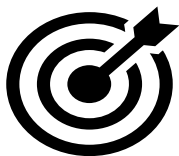


Valuing- this part will check the integration of values in the learning competency.



Posttest - This will measure how much you have learned from the entire module.





EXPECTATIONS

This module is designed and written with you in mind. It aims to help you master the lesson on descriptive research design and its types that might be helpful once you conduct a quantitative type of research.

After going through this module, you are expected to:

- a. identify the descriptive research design and its types;
- b. classify the types of descriptive research design applied in different situations; and
- c. examine a sample quantitative research depicting the types of descriptive research design.



PRETEST

Directions: Read and analyze the following statements. Choose the letter of the best answer and write it in your notebook.

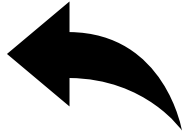
1. What type of descriptive research design is used to compare two or more groups of samples on one or more distinct variables?
A. Correlational
B. Descriptive comparative
C. Descriptive evaluative
D. Descriptive normative
2. What type of descriptive research design is used when the researcher wishes to find out the extent to which different variables are related to one another?
A. Comparative
B. Correlational
C. Normative
D. Survey
3. What type of descriptive research design must be used to assess the effectiveness of Enhanced Community Quarantine implemented by the national government in reducing the number of Covid-19 transmissions?
A. Comparative
B. Correlational
C. Evaluation
D. Ex-Post Facto
4. Gaby conducted a study to know if there is a significant relationship that exists between students' anxiety in math and their class performance in math class. What type of descriptive research design should Gaby apply to his study?
A. Assessment
B. Comparative
C. Correlational
D. Normative



5. The researcher aims to determine the effects of online classes set by the Department of Education for School Year 2020-2021. He compares the students' performance of two groups (one group with a strong internet connection at home and one group with no internet connection at home). What type of descriptive research design has been used by the researcher?

- A. Assessment
- B. Comparative

- C. Correlational
- D. Normative



RECAP

In the previous quarter, you have learned the difference between quantitative research and qualitative research. Can you still recall how they differ from one another? Let's have a simple activity to refresh your mind. Below are two boxes in which you will write anything that you have remembered about how quantitative research differs from qualitative research.

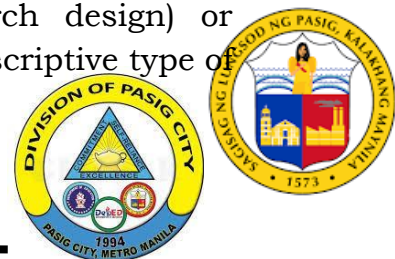
Qualitative Research

Quantitative Research



LESSON

Research design refers to the entire process of planning and carrying out a research study (Choudhurg 2017). It is like the blueprint of your research study because it serves as the backbone of your research. Always bear in mind that a good research design produces good results for the research study. In quantitative research, you could either have a descriptive research design (also known as non-experimental research design) or experimental research design. This module focuses on the descriptive type of research design.



Descriptive Research Design

Descriptive research design is a research method that describes the characteristics or behavior of the subjects or phenomenon that is being studied. It includes an overall impression of the variables without influencing or manipulating other variables in any way (Faltado et al. 2017, 61).

Additionally, this design does not attempt to answer “why” and is not used to discover inferences, make predictions, or establish causal relationships (Bhat 2020). This is mainly because it is important to have a proper understanding of what a research problem is about before investigating why it exists in the first place. Researchers collect data without making changes or introducing treatments. This design is very helpful if the aim of the researcher is to identify characteristics, frequencies, trends, correlations, and categories (FormPlus Blog 2020).

Characteristics of Descriptive Research Design

Bhat (2020) stated some of the distinctive characteristics of descriptive research design:

- Quantitative research: It attempts to collect data that could quantify for statistical analysis of population sample.
- Uncontrolled variable: No manipulation of variables is done in this design unlike in experimental research.
- Basis for further research: The result of the study can be further analyzed and can be used in other research method.

Types of Descriptive Research Design

According to Faltado et al. (2017) and Mariano (n.d.), below are the types of descriptive research design used in quantitative research.

1. **Survey**. This design is used to gather information from a group of samples chosen from population. This is useful when the researchers aim to see the general picture of the population in terms of their social and economic status, opinions, and knowledge about the behavior towards certain phenomenon. Remember when conducting a survey study, it is important that the people questioned are randomly sampled because it gives more accurate findings across greater range of respondents.

For example, the researcher conducted a survey to determine the socio-economic characteristics of the Pasigueños.



2. **Descriptive Normative Study.** This type attempts to establish norms based on a large number of survey data. It is used to describe trends in a large population of individuals. Also, it describes the norm level of characteristics for a given behavior. The results of the study should be compared with the norm.

For example, a group of researchers wanted to determine the level of skills of the incoming Senior High students, so they gave them a skills test (per group depending on their tracks). The result of the test was compared with the standard range of score to describe the level of their skills.

3. **Correlational Research Study.** This research design is used when the researcher aims to find out the extent to which different variables are related to one another. In this design, you will have two or more quantitative variables in the same group of subjects. Correlational does not mean causation. It does not mean that one variable causes change to other variables.

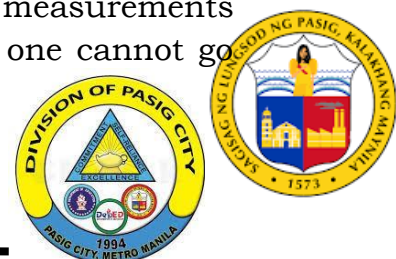
For example, the researcher attempts to know the correlation between mental ability and grade in math of the students. Also, the researcher tries to find out the relationship between gender and math performance of the students.

4. **Descriptive Evaluative Study.** This study focuses on judging the “goodness of a criterion measure”. It can be done in a short or long period of time.

Longitudinal Studies. It is a study that establishes changes in criterion measure over a long period of time using same subject. For example, the researchers want to study the changes in IQ of 9-11 years old kids over a three-year period, the researchers must test the same group of subjects over the three-year period.

Cross-sectional Studies. It is a study designed to evaluate changes over time by comparing at the same point of time, but different subject representing different stages. For example, the researchers tested children’s IQ simultaneously (respondents whose 9 years of age, 10 years of age, and 11 years of age) to see changes in criterion.

5. **Assessment/Evaluation Study.** It is undertaken to assess the worth, success, effectiveness, or efficiency of a certain policy, or practice when applied to a group of subjects. Assessment studies imply measurement of certain key indicators without attaching any judgment to them however, evaluation implies putting judgment and valuing to the measurements obtained. Assessment and evaluation always go together for one cannot go



without a basis for such. The purpose of this research design is to see if a given program is effective and successful according to the goals set for it.

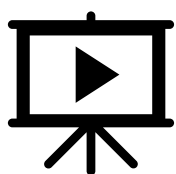
For example, a group of curriculum specialists study the effectiveness of the K-12 program six years from today based on factors such as cost, efficiency, and impact on quality.

6. Descriptive Comparative Study. This is a study designed to establish a formal procedure to compare and conclude the differences between variables. It includes comparing two or more groups of samples on one or more variables, often at a single point of time. Specifically, comparative study is used to compare two distinct groups on the basis of selected attributes such as knowledge level, perceptions, and attitudes, physical or psychological symptoms.

For example, a comparative study was conducted by the researchers to compare the health problems among rural and urban people in Region 1, Philippines.

7. Ex-Post Facto or Causal-Comparative Study. It derives conclusion from observations and manifestations that already occurred in the past and now compared to some dependent variables. It discusses why and how a phenomenon occurs.

For example, a researcher is interested on how weight influences the stress-coping level of adults. Here the subjects would be separated into different groups (underweight, normal, overweight) and their stress-coping levels measured. This is an ex-post facto design because a pre-existing characteristic(weight) was used to form the groups.

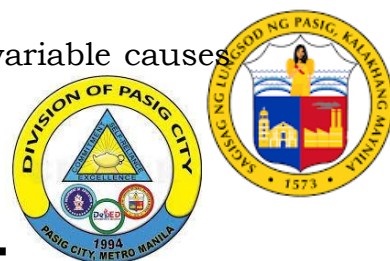


ACTIVITIES

Directions: Accomplish the following activities in your research notebook.

A. Read and analyze the following statements. Write **T** if the statement is correct and **F** if the statement is incorrect.

- ___ 1. A descriptive research design focuses more on the “what” of the research subject rather than the “why” of the research subject.
- ___ 2. Assessment is a study that focuses on judging the “goodness of a criterion measure”.
- ___ 3. Correlational research attempts to find out how one variable causes change to another variable.

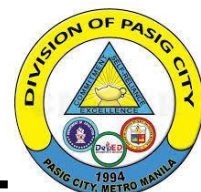


- ___ 4. Descriptive comparative desires to determine a significant difference between two or more groups.
- ___ 5. Correlational research determines relationship between variables.
- ___ 6. Ex-post facto is the same with comparative study.
- ___ 7. Descriptive research involves correlational, observational, and experimental.
- ___ 8. A cross-sectional study takes a long period of time to be done.
- ___ 9. A normative study involves a wide class of data when establishing norms or standards on it.
- ___ 10. A descriptive evaluative study determines the degree of the relationship between two variables.

B. Classify the type of descriptive research design best used in each of the following situations. Choose the letter of the best answer from the choices inside the box.

- | | |
|--------------------------|----------------------|
| A. Descriptive Normative | E. Comparative Study |
| B. Correlational Study | F. Evaluation Study |
| C. Longitudinal Study | G. Ex-Post Facto |
| D. Cross-sectional Study | H. Survey |

- ___ 1. A group of students wishes to correlate the performance of the STEM students between Science subject and Mathematics subject.
- ___ 2. The researcher wants to know the efficiency of using digital classroom for the learning of ICT students.
- ___ 3. The researchers want to know if the percentage of women diagnosed with breast cancer increases with age. He gathers three groups of women of different ages and conducts a survey at the same point in time.
- ___ 4. Mrs. Soles conducts a research study on the English Proficiency Skills of the Grade 10 students and compares the result to the standards of DepEd.
- ___ 5. The teacher wants to know if there is a difference between the height and weight of the of children living with their parents and children living with their relatives.
- ___ 6. Researchers want to observe participants from childhood to adulthood in order to understand how growing up in different environments influences their traits, habits, and personalities.
- ___ 7. A group of college students wants to establish a general opinion of the students and parents in accessing school news and information through school portal.

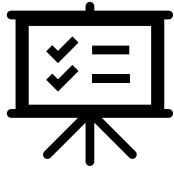


- ___ 8. The researcher aims to determine how gender affects the leadership performance of barangay councils in Pasig. He selects a group of participants of different gender and compares their leadership performance.
- ___ 9. The researcher wants to determine the impact of distance learning on the performance of the students enrolled in public schools in Pasig.
- ___ 10. Researchers aim to know how people with different income levels react to the enhanced community quarantine imposed by the national government.

C. Examine two (2) samples of quantitative research from at least two (2) of the following: a family member, a relative, and/or friend who has conducted quantitative research that makes use of descriptive research design, ask him/her a copy of his/her study and complete the following table.

Name of the Researcher/s	Title of Research Study	Type of research design he/she applied in his/her research study?	Description of the research according to its type
Charlene B. Ballera	The Relationship of Gender to the Leadership Performance of Senior High School Students in Rizal High School	Correlational Research Design	This study aims to determine if there is a significant relationship exists between gender and leadership performance of the students.
1.			
2.			

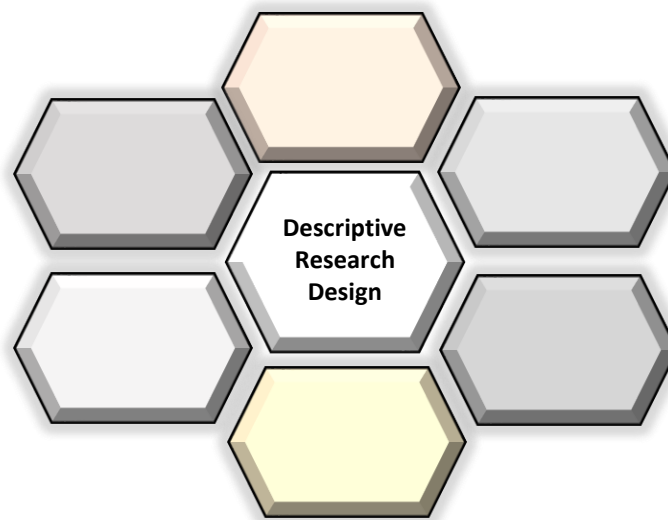




WRAP-UP

Summarize the learnings you have gained in today's lesson by supplying information on the flower petals. You may add petals if you wish to. Do this in your notebook.

Types of Descriptive Research Design



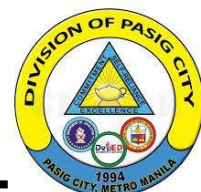
VALUING

Use the questions below as a guide in writing your reflective learning essay. Write your answer in your research notebook.



Figure 1. Word Cloud
(Source: Needpix.com)

- People usually judge others by describing them. Can we consider judging constructive or destructive? Explain.
- How about doing descriptive research? Is doing it helpful to the lives of people? How?

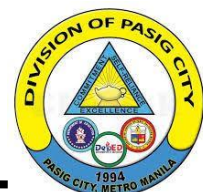




POSTTEST

Directions: Read and analyze the following statements. Choose the letter of the best answer and write it in your notebook.

1. What type of research design is used if the researcher collects information on different subjects at the same point in time to study the changes in different stages?
A. Assessment/Evaluation
B. Cross-Sectional Study
C. Descriptive normative
D. Longitudinal Study
2. This design is used to assess the worth, success, effectiveness, or efficiency of policies, or practices when applied to a group of subjects.
A. Evaluation
B. Ex-Post Facto
C. Normative
D. Survey
3. Which of the following research topic is suitable for a correlational research study?
A. The efficiency of RHS website in disseminating information
B. The effectiveness of “Malunggay” extract as an alternative ink
C. The difference between gender and academic excellence of students
D. The relationship between academic productivity and academic rank in Practical Research 2
4. The researchers want to compare the effectiveness of three groups of managers in some fast food restaurants in NCR and determine if there is a difference between their management strategy? What type of descriptive research design is best to apply in this scenario?
A. Assessment
B. Comparative
C. Correlational
D. Normative
5. The researchers aim to study how age affects the performance of the employees in a certain supermarket. The researchers create an age range group and measure the performance of the employees on their work. What type of descriptive research design has been used by the researchers?
A. Comparative
B. Correlational
C. Evaluation
D. Ex-Post Facto





KEY TO CORRECTION

5. T	1. T	5. B	1. B
4. T	2. B	4. C	2. A
3. F	3. C	3. D	3. D
2. F	4. C	4. B	4. B
1. T	5. B	5. D	5. D
6. F			
7. F			
8. F			
9. T			
10. F			
Activity A			
1. B			
2. F			
3. D/E			
4. A			
5. G			
10. E			
Activity B			
1. B			
6. C			
7. H			
2. F			
3. D/E			
4. A			
5. G			
10. E			
Post test			
Pretest			

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