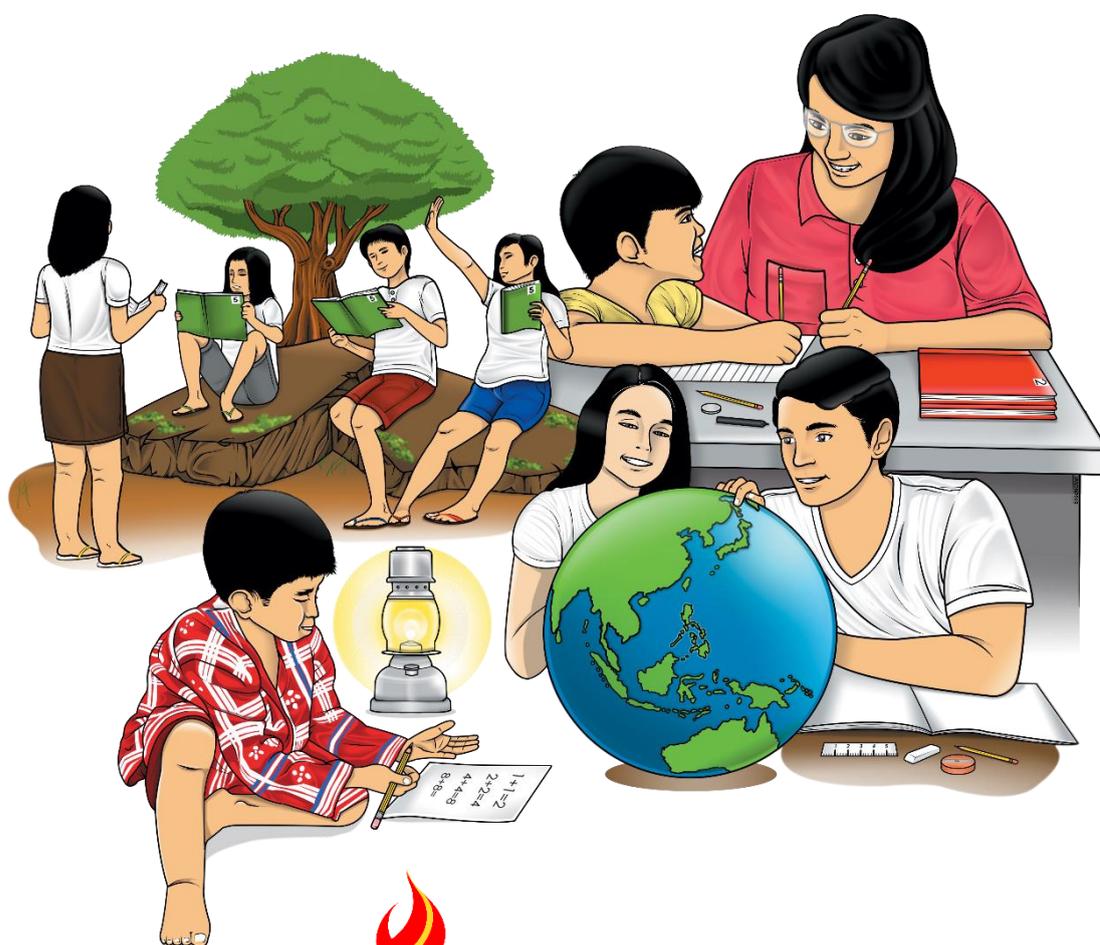


Senior High School



# Practical Research 1

## Quarter 2 - Module 4: Qualitative Research



**Practical Research 1 – Senior High School**  
**Alternative Delivery Mode**  
**First Edition, 2019**

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**Senior High School**

# **Practical Research 1**

**Quarter 2 - Module 4:  
Qualitative Research**

## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## ***What I need to know***

### ***Introduction***

In the previous module, you have learned about the definition of research, its purpose, its types, and its significance. You have also learned how to write a rationale, research questions, scope and limitation, and significance of the study.

In this lesson, you will learn how to write literature review which is significant in establishing the gaps and rationale in the research. By doing this, you need time to understand the step- by - step procedure in writing literature review. Read and reread the steps given and see the examples that will guide you in this endeavor.

Reviewing the literature requires the ability to juggle multiple tasks, from finding and evaluating relevant material to synthesizing information from various sources, from critical thinking to paraphrasing, evaluating, and citation skills (Budgen & Brereton, 2006).

Writing review of related literature does not only mean for literature only. It also includes the related research studies conducted not only internationally but also locally. It is in this area where knowledge, patience, and perseverance of the skills of students to be developed are necessary to become holistic individuals. In this module the skills to be developed include analysis, evaluative, applicative, and creative skills including among others the ordering, paraphrasing and summarizing skills.

There are some personal tips which will be given to you in this lesson which are coming from the personal experience of the writers being research teachers and research consultants. There are also some links, websites, books, and other references being cited which will be of great help for you in writing your related literature review. So, relax and enjoy in your journey of being a student-researcher.

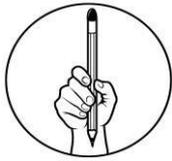
In this module, you will be able to do the following:

### ***Learning Competencies***

- a. Select relevant literature. **CS\_RS11-III-f-j-1**
- b. Cite related literature using standard style (APA, MLA, or Chicago Manual of Style) **CS\_RS11-III-f-j-2**
- c. Synthesize information from relevant literature **CS\_RS11-III-f-j-3**
- d. Write coherent review of literature **CS\_RS11-III-f-j-4**
- e. Follow ethical standards in writing related literature **CS\_RS11-III-f-j-5**
- f. Present written review of literature **CS\_RS11-III-f-j-6**

### ***How to learn from this module***

1. Read the instructions in the module comprehensibly. Reread the instructions if you feel you are confused and understand them fully.
2. Follow the directions as you read the materials.
3. Answer all the questions asked in this module. There are tips included in this module on how to answer the questions. Furthermore, there are key answers that are being included in this module. Just be honest by following the procedure, process and techniques in writing review of literature and studies.
4. In order to complete this module, you need to equip yourself with knowledge and skills for you to become holistic individuals. These skills include analyzing, evaluating, applying, creating. You also need the skills in ordering, paraphrasing and summarizing skills.
5. Take your time to study and learn. Happy learning!



## What I know

Directions: Choose the letter of the correct answer.

1. It is a term used to refer to an analysis of man's written or spoken knowledge to examine its connection to your research.
  - A. Studies of Literature
  - B. Related of literature
  - C. Traditional Review of Literature
  - D. Review of related literature
2. If you are writing traditional Review of Related Literature (RRL), what type of traditional RRL should you use if you focus on the new research updates?
  - A. Expert Review
  - B. Scoping Review
  - C. Conceptual Review
  - D. State-of-the-Art
3. It is a style of writing RRL in which you shorten the text, but the idea is still the same.
  - A. paraphrasing
  - B. summarizing
  - C. Citing
  - D. rewriting
4. In writing RRL, you have to follow the correct process. Provide the correct process of writing RRL by arranging the given processes below.
  - a. Search for literature
  - b. Writing a Draft of RRL
  - c. Writing the Review of Literature
  - d. Reading the Source Materials
  - A. dcba
  - B. abcd
  - C. adbc
  - D. adcb
5. What transitional device are you going to use to connect these two findings of research: Aparejo (2019) found that 88% of Senior High School (SHS) teachers of Gingoog City Comprehensive National High School (GCCNHS) felt comfortable in using the school website in their form submission \_\_\_\_\_ Calipusan ( 2018 ) study revealed 69% of Heavenly National High School teachers refused to use the latest mode of form submission and preferred the traditional way.
  - A. Likewise
  - B. However
  - C. Similarly
  - D. Additionally
6. If you fail to cite the author in your related literature review, then you are likely to be charged of \_\_\_\_\_
  - A. Copyright Act
  - B. Plagiarism act
  - C. Property right
  - D. Ownership Act
7. What basic method is used in this reference?

Carter C, Bishop J, & Kravits SL (2002). Keys to effective learning. (3rd.Ed.) New Jersey: Printice Hall.

  - A. American Psychological Association (APA)
  - B. Chicago Style
  - C. Modern Language Association (MLA)
  - D. Chicago-Harvard Style
8. What basic method is used in this reference style?

Carter C, Bishop J, Kravits SL. Keys to effective learning. (3rd.Ed.) New Jersey: Printice Hall, December 2002.

  - A. American Psychological Association (APA)
  - B. Chicago Style
  - C. Modern Language Association (MLA)
  - D. Chicago-Harvard Style

9. Your teacher has shown you an example of RRL following the protocol of writing it by acknowledging the intellectual right of the authors as he provides one – page list of references. What standard style in making citation he is using?
- A. Acknowledgment
  - B. References
  - C. In – Text Citation
  - D. Standardization
10. In searching for literature and studies online, most of the scholars and researchers advise all researchers to avoid citing information from one of the sources below. What source it is?
- A. Encyclopedia
  - B. Books online
  - C. Wikipedia
  - D. Journals
11. One of the characteristics of related materials for RRL is that surveyed materials must be \_\_\_\_\_.
- A. Recent as possible
  - B. Questionably clear
  - C. less objective
  - D. over subjective
12. Why we cite authors in our study?
- A. To avoid the author
  - B. To avoid publisher
  - C. to avoid plagiarism
  - D. to avoid ethical standard
13. What pattern of citation is used in the paragraph below?
- Libertus, et.al (2017) study indicated a significant language learning motivation increase over time. Only the Watchers, however, showed significantly higher motivation than the Readers in the end. Thus, “The use of commercial digital video games can help enhance high school students' language learning motivation”
- A. Direct quotation
  - B. Long quotation
  - C. summary
  - D. to avoid ethical standard
14. Which of the following is the purpose of RRL?
- A. Inform your reader.
  - B. Save your reader's time.
  - C. Persuade your reader
  - D. Gather and evaluate all the related available sources
15. Whether you use MLA or APA style, your documentation should appear
- A. Parenthetical citations give a shortened version of the full reference.
  - B. Both are needed for full and proper documentation.
  - C. Footnotes and endnotes are used for additional material only
  - D. Both documentation styles use parenthetical citations

Lesson

1

# Selecting and Synthesizing Information from Relevant Literature



## What's In

Directions: Complete the KWL Chart from what you have learned from the previous lesson.

K- What I Know?	W- What I need to know	L- What I Learned



## What's New

Directions: Answer the following questions briefly.

1. What research topic that is concise do you wish to explore?

---

---

---

2. Give at least three ways on how to look for the information about the topic you wish to explore.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## What is It

A literature review follows an essay format (Introduction, Body, Conclusion), but if the literature itself is the topic of the essay, your essay will need to consider the literature in terms of the key topics/themes you are examining.

### Example plan

<b>Introduction</b> Topic sentence that states the broad topic of your thesis Following sentence/s that state what is included/excluded (parameters) Final sentence/s that signals list of key topics that will be used to discuss the selected sources
<b>Body</b> Divide up your text into sections/topics as indicated in the last sentence of your introduction. Each paragraph will be a synthesis of the many texts that you have chosen for your literature review.
<b>Conclusion</b> This is summary of all the related literature and studies. It may composed of 5 to 10 sentences.

### Guide in writing a literature review;

1. **Choose a topic.** Your literature review should be guided by a central research question. Remember, it is not a collection of loosely related studies in a field but instead represents background and research developments related to a specific research question, interpreted and analyzed by you in a synthesized way.
2. **Decide on the scope of review.** How many studies do you need to look at? How comprehensive should it be? How many years should it cover?
3. **Select the databases you will use to conduct your searches.** Make a list of the databases you will search.
4. **Conduct your search and find the literature.** Review the abstracts of research studies carefully. This will save you time. Write down the searches you conduct in each database so that you may duplicate them if you need to later (or avoid dead-end searches that you'd forgotten you'd already tried). Use the bibliographies and references of research studies you find to locate others.
5. **Review the literature.** What was the research question of the study you are reviewing? What were the authors trying to discover? Was the research funded by a source that could influence the findings? What were the research methodologies? Analyze its literature review, the samples and variables used, the results, and the conclusions. Does the research seem to be complete? Could it have been conducted more soundly? What further questions does it raise? If there are conflicting studies, why do you think that is? How are the authors viewed in the field? Has this study been cited? if so, how has it been analyzed?

**Source:** [libguides.uwf.edu/c.php?g=215199&p=1420520](http://libguides.uwf.edu/c.php?g=215199&p=1420520)



## ***What I Have Learned***

Directions: Complete the phrase below:

A Review of the Related Literature provides

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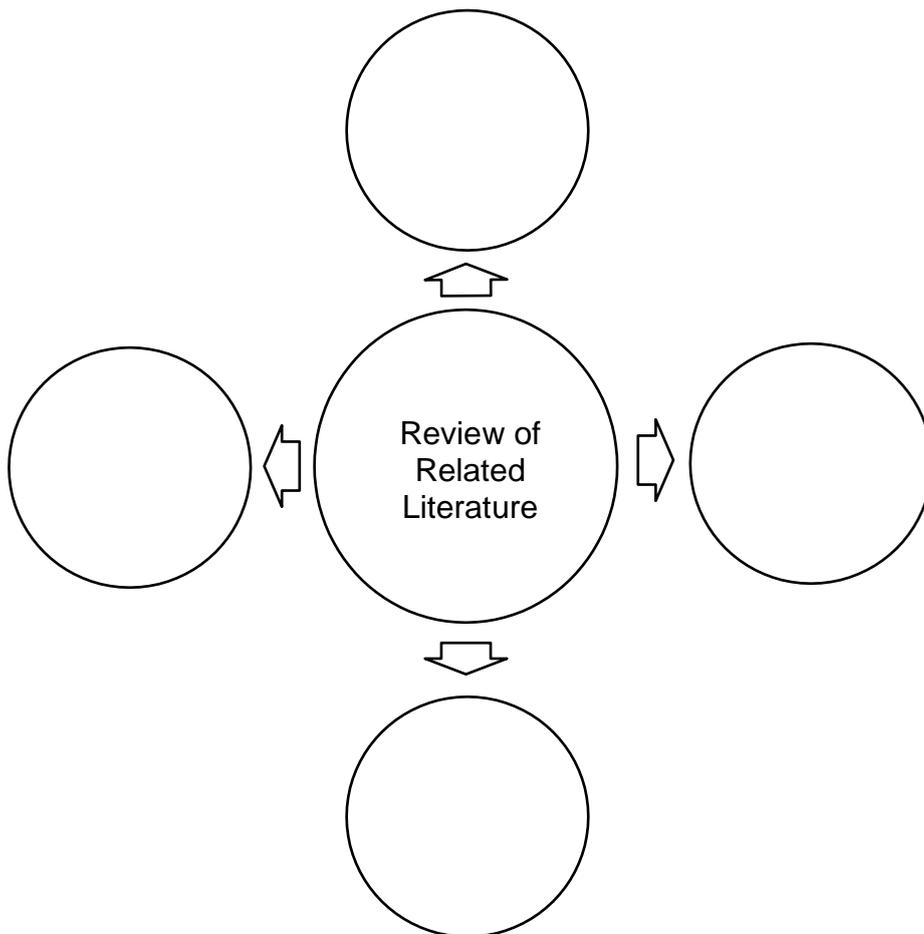
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## ***What I Can Do***

Directions: Fill in the graphic organizer by synthesizing your idea on writing the Review of Related Literature.



Lesson

2

**CITING RELATED LITERATURE  
USING STANDARD STYLES  
(American Psychological  
Association (APA), Modern  
Language Association (MLA) OR  
CHICAGO MANUAL STYLE)**



***What's In***

Directions: Read the following selection and organize your literature review. Fill up the Authors/ Result and Implication provided below.

According to Fabre (2015), increasing the performance level among the students is common goal as teacher. With this, Interactive Science Notebook (ISN) is an intervention used to increase students' performance and interest in learning Science. This study focused on the Grade 9 Frugality students who failed in science subject based on their performance task. A pretest and posttest were conducted to find out the relationship of students learning in science with the help of the Interactive Science Notebook (ISN) as an intervention. Results revealed that the performance task of the students' increases as well as their final grades. This is because students learn more if they participate directly in the class performance and gain deeper learning. When the students are motivated to participate more, there is a great possibility that the written works and quarterly assessment in the grading system will increase significantly.

Author/s

Result

Implication



## What's New

Directions: Read following sentence or line, and be able to cite them accordingly:

### 1. To be paraphrased:

- A. The problem was hazardous for the townsfolk (Fabre, 2021)

Answer:

---

- B. Although the operation was somewhat dangerous, the team was triumphant (Alonsabe and Fabre 2020)

Answer:

---



## What is It

A citation is a formal reference to a published or unpublished source that you consulted and obtained information from while writing your research paper. The way in which you document your sources depends on the writing style manual your professor wants you to use for the class [e.g., (American Psychological Association (APA), Modern Language Association (MLA), Chicago, Turabian, etc.)]. The act of citing sources is also your best defense against allegations of plagiarism (Baraceros, 2016).

According to this author, the following are the purpose of citation.

1. To give importance and respect to other people for what they know about the field
2. To give authority, validity and credibility to other people's claim, conclusions and
3. arguments
4. To prove your broad and extensive reading of authentic and relevant materials about your topic
5. To help readers find contact the sources of ideas easily
6. To permit readers to check the accuracy of your work and
7. To save yourself from plagiarism

Ballenger in 2012 also added more important reasons why citation is important.

The following reasons are:

1. **Citing other people's words and ideas** indicates that you have conducted a thorough review of the literature on your topic and therefore, you are reporting your research form an informed and critically engaged perspective. This increases your credibility as the author of the work.
2. **Other researcher's ideas can be used to reinforce your arguments.** In many cases, another researchers' argument can act as the primary context from which you can emphasize the significance of your study and to provide supporting evidence about how you addressed the "So What?" question.

3. **The ideas of other researchers can be used to explain reasons for alternative approaches.** If you disagree with researcher's ideas or you believe there is a gap in understanding the research problem, your citations can serve as sources from which to argue an alternative viewpoint or the need to pursue a different course of actions.
4. **Just as the ideas of other researchers can bolster your arguments, they can also detract from your credibility if their research is challenged.** Properly citing sources prevents your reputation from being tarnished if the facts or ideas of those cited are proven to be inaccurate or off-base. It prevents readers from concluding that you ignored or dismissed the findings of others, even if they are disputed.
5. **Ideas are considered intellectual property and there can be serious repercussions if you fail to cite where you got an idea from.** In the professional world, failure to cite other people's intellectual property ruins careers and reputations and can result in legal action. Citing sources during college will help get you in the habit of acknowledging and properly citing the work of others.

**NOTE: In any academic writing, you are required to identify for your reader which ideas, facts, theories, concepts, etc., are yours and which are derived from the research and thoughts of others.** Whether you summarize, paraphrase, or use direct quotes, if it's not your original idea, the source must be acknowledged. **The only possible exception to this rule** is information that is considered to be a commonly known fact [e.g., President Duterte is the president of the Philippines]. Appreciate, however, that any "commonly known fact" is culturally constructed and shaped by social and aesthetical biases. If you are in doubt about whether a fact is common knowledge or not, protect yourself from an allegation of plagiarism and provide a supporting citation, or ask your teacher for clarification.

### **Styles in Related Literature Citations or References**

In reviewing related literature, you come to read varieties of reading materials containing knowledge related to your research. It is a fact that these ideas, including the language or structures to express these ideas belong to other people. They are not yours. Copying the ideas of other authors and citing them in your research is the good practice of being a researcher. Doing this practice signals not just honesty and courtesy to learn people whose ideas lend information to your paper, but also indicates your appreciation for their contribution to the field (Harmmersely,2013).

The following are the three terms used to express your appreciation for recognition of people's ownership of borrowed ideas (Sharp 2012) as cited by Baraceros (2016).

1. Acknowledgment – the beginning portion of the work that identifies individuals who have contributed something to produce the paper
2. References or Bibliography – a complete list of all reading materials including books, journals, periodical, etc. from where the borrowed ideas came from.
3. Citation or In-Text- Citation- references within the main body of the text, especially in Review of Related Literature.

The third one, citation is the focus of this lesson. Citation is also called in-text citation. It has many purposes and style which are as follows:

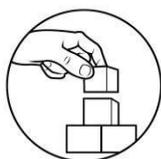
### Patterns of Citation

Citing authors, websites and other research materials have its own styles or patterns. Read the styles/ patterns of citation below and understand how they are distinct from each other. This is needed in order for you to know what styles/ patterns of citation are used by the researchers in writing their research and in order for you to decide what styles /patterns you will adopt/ use in your review of related literature.

1. **Summary.** The citation in this case is shortened version of the original text that is expressed in your own language. Making the text short, you have to pick out only the most important ideas or aspect of the text.
2. **Paraphrase.** This is the antithesis of the first one because, here, instead of shortening the form of the text, you explain what the text means to you using your own words. In doing so, it is possible that your explanations may decrease or exceed the number of words of the original text (Baraceros, 2016).

### Strategies in Paraphrasing:

- a. Read the original text or abstract. Understand it as a whole, then, set aside.
  - b. Using your own memory, write down the main points or concepts.
  - c. In your own words, summarize the text/ abstract that helps make your point (University of Texas, 2016)
3. **Short Direct quotation.** Only a part of the author’s sentence, the whole sentence, or several sentences, not exceeding 40 words, is what you can quote or repeat in writing through this citation pattern. Since this makes you copy the exact words of the writer, it is necessary that you give the number of the page where the readers can find the copied words.
  4. **Long Direct Quotation or Block Quotation or Extract.** Named in many ways, this citation pattern mane you copy the author’s exact words numbering from 40 to 100 words. Under APAA, the limit is eight (8) lines. Placed at the center of the page with no indentation, the copied lines look like they compose a stanza of a poem.



### **Enrichment Activity**

Read the following journal, abstract, and research articles. Synthesize the information, fill in the table and cites related literature using standard style APA, MLA or Chicago Manual of Style.

Abstract	Citation being used (select APA, MLA or Chicago)
Abstract 1	
Abstract 2	

Abstract 1

**INTERVENTION PROGRAMS FOR CHILDREN IN CONFLICT WITH THE LAW (CICL): GEARING TOWARDS SUSTAINABLE DEVELOPMENT**

By: Rublyn P. Fabre, Hacelyn B. Barrero, Genne C. Amay, Sampaguita G. Mansueto, Noren B. Dayta, & Dr. Sonnie A. Vedra (2016)

Children suffered social maladjustments in various aspects of the community affairs. Hence, a Local Social Welfare and Development Officer (LSWDO) is tasked to assist children in conflict with law (CICL) and children at risk (CAR). This is geared to develop community-based programs and services to provide intervention of the children in conflict with the law and for reintegration into their family and community. Intervention was classified into three categories such as; primary intervention, secondary intervention, and tertiary intervention. Child care development and building relationships with families are given strong emphasis. Partnership and collaboration with the coordinating agencies is vital to ensure effective and efficient delivery of technical assistance to the Local Government Units and other stakeholders. It is therefore essential that the program design should have strategies that are relevant and responsive to the diverse needs of CICL and CAR populations in attaining sustainable future as rightful members of the society.

Source: Fabre, et al. "Intervention programs for Children in Conflict with the Law (CICL): Gearing towards Sustainable Development".

Abstract 2.

**GENDER AND DROPOUT RATES OF PUBLIC HIGH SCHOOLS IN ILIGAN CITY, PHILIPPINES**

By: Rublyn P. Fabre, Sampaguita G. Mansueto, Noren B. Dayta, Desebil L. Obina and Sonnie A. Vedra 2020

Education is essential for everybody to become a transformed individual with wisdom, bravery and determination. This aimed to make a difference and positively contribute to social, economic and environmental transformation of the society. Dropout of male and female students has been a problem for many reasons in Philippine schools, particularly in Iligan City. As such, this study was conducted to determine the dropout rates of male and female and the factors affecting on it based on the past three years. Results revealed that male dropout rate was relatively higher than females at an average of 11.29% over 9.41% for the three consecutive school years. Top three highest factors among males include family problems (21.2%), lack of interest/distraction (16.1%), and peer influence or pressure (15.1%). In females, it includes family problems (21.9%), transfer of residence (16.9%), and illness (13.5%). In both gender, family problems surpassed seemed to be the prime factor behind student dropouts. This implied an urgent formulation of program to address dropout rates among the students involving the parents concerned.

Source: Fabre, et al. "Gender and dropout rates of public high schools in Iligan City, Philippines"

APA style	Local initiatives on water quality control, usage, and management are essential as legal framework to lessen the environmental impact and poor human health (Walag, Canencia, & Fiedler, 2018).
MLA style	Local initiatives on water quality control, usage, and management are essential as legal framework to lessen the environmental impact and poor human health (Walag, Canencia, and Fiedler, 2018).
Chicago style	Local initiatives on water quality control, usage, and management are essential as legal framework to lessen the environmental impact and poor human health (Walag, Canencia, and Fiedler 2018).



## ***What I Have Learned***

Cite the literature review into APA, MLA, and Chicago Manual of Style

Majority of the students had late realization of their prepared strand as to where they wanted to belong in preparation of their career for work, business, and college after graduating senior high school (Diane Escabal and Anita Baco, 2016)

MLA:

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APA

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Chicago Manual

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## ***What I Can Do***

Directions: Identify whether the citation uses APA, MLA or Chicago Manual of Style.

- \_\_\_\_\_ 1. Majority of the students had late realization of their prepared strand as to where they wanted to belong in preparation of their career for work, business, and college after graduating high school (Escabal and Baco 2016).
- \_\_\_\_\_ 2. Peers and friends greatly influenced Grade 10 students in choosing career strand in senior high school (Rodrigues, Actub, & Elumba, 2016).
- \_\_\_\_\_ 3. Those grade 10 students whose academic performance belongs to developing and approaching proficiency usually enrolled in Technical-Vocational-Livelihood (TVL) (Sanchez, Actub, and Bagares, 2019)
- \_\_\_\_\_ 4. As early as Junior High School stage students must be given an early career enlightenment, so they have a long way of thinking and preparing the best strand for them (Escabal, Vedra, & Alavanza, 2018)
- \_\_\_\_\_ 5. Only 10 % of Parents influenced grade 10 students in choosing their career strand in Senior High School (Amay, Banate, and Wabe, 2018)

# SOURCES OF RELATED LITERATURE AND STUDIES



## What's In

Do you remember your previous lesson? Let us try to recall them. Previously, you have learned that there are three (3) most common citation styles. These citation styles are; the Modern Language Association otherwise known as MLA Style, the American Psychological Association or APA and the Chicago/Turabian style. The said citation styles are very important in writing a manuscript in the review of related literature and studies.



## What's New

*Before we are going to discuss our lesson, let us have this practice exercise.*

Directions: Categorize the sources of related literature into Primary Source or Secondary Source by writing them on specific book page below. The following sources are:

- speeches
- letters
- diaries
- biographies
- official reports
- artifacts
- drawings
- circular
- bulletins
- journals

- textbooks
- magazines
- autobiographies
- interviews
- court records
- photographs
- encyclopedia
- almanacs
- school records
- dictionaries

Primary Sources	Secondary Sources
_____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

of *Research and Thesis Writing*, the sources of related literature and studies may include the following:

1. Books, encyclopedias, almanacs, and other similar references.
2. Articles published in professional journals, magazines, periodicals, newspapers, and other publications.
3. Manuscripts, monographs, memoirs, speeches, letters and diaries.
4. Unpublished theses and dissertations.
5. The constitution, and laws and statutes of the land.
6. Bulletins, circulars, and orders emanating from government offices and departments, especially from the office of the Presidents of the Philippines and the Department of Education (DepEd).
7. Records of schools, public and private, especially reports of their activities.
8. Reports from seminars, educational or otherwise.
9. Official reports of all kinds, educational, social, economic, scientific, technological, political, etc. from the government and other entities.

The said sources can be categorized as:

1. **Primary Sources:** artifacts, autobiographies, court records, diaries, Emails, speeches, letters interviews, letters, official reports, drawings, maps, photographs, speeches,
2. **Secondary Sources:** biographies, critical studies of an author's work, dictionaries, journal articles, handbooks, magazines, newspapers, reports, textbooks,

Related studies, on the other hand, are studies, inquiries, or investigations already conducted to which the present proposed study is related or has some bearing or similarity. They are usually unpublished materials such as manuscripts, theses and dissertations (Calderon & Gonzales, 2015).

They may be classified as:

1. Local, if the inquiry was conducted in the Philippines and
2. Foreign / International, if they are conducted in foreign lands.

### **Locating the Sources of Related Literature and Studies**

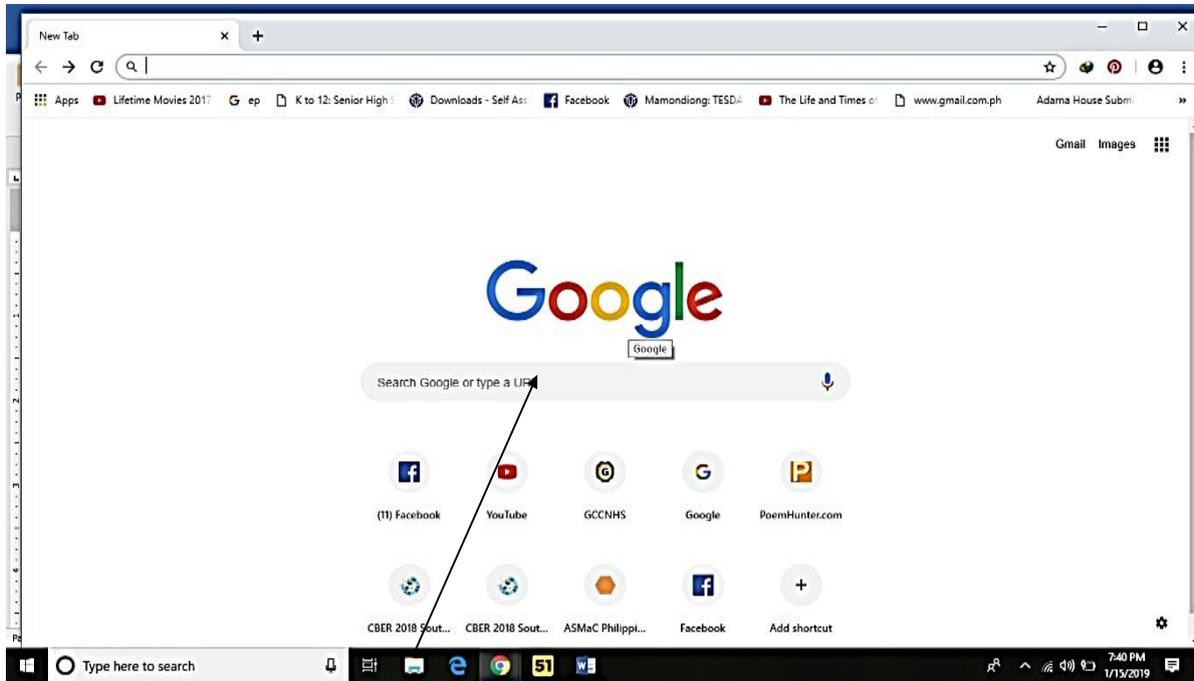
Generally, the sources of related literature and studies according to Calderon & Gonzales (2015) can be accessed from the following:

1. Libraries, either government or schools (private or public)
2. Government and private offices
3. The National Library and
4. Online websites (Aparejo, 2018)

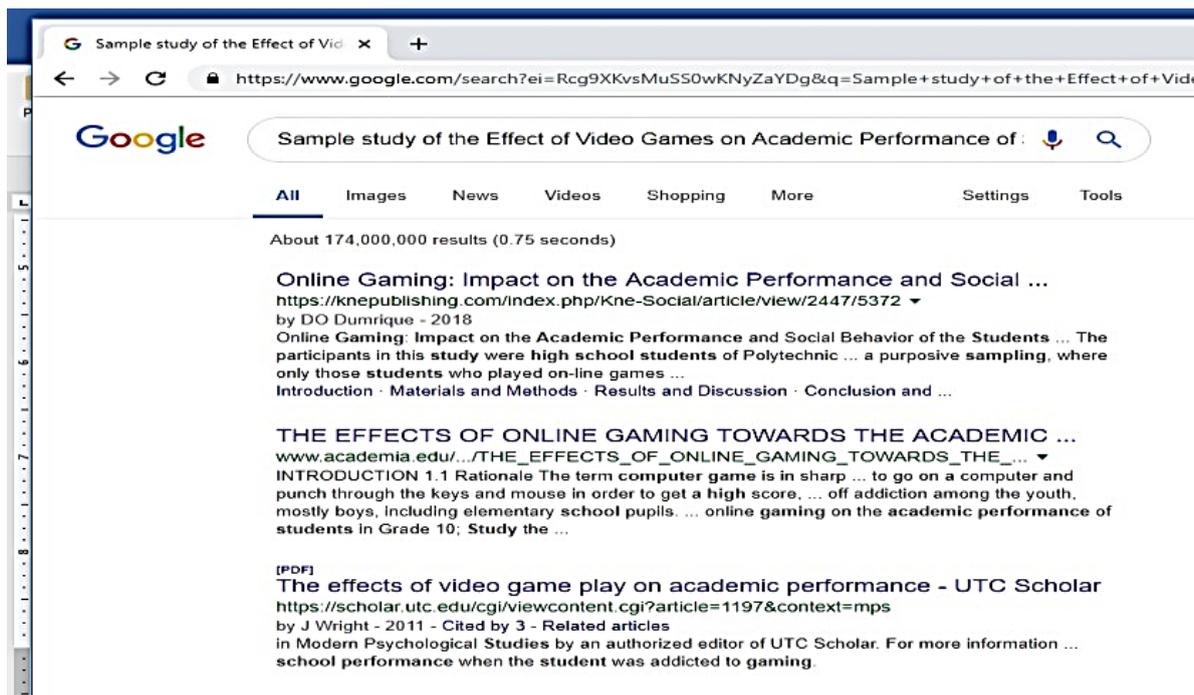
Since students like you are mostly technologically savvy and exposed to computers and the internet websites, you can utilize online websites for your related review of literature and studies. Feel the value of the internet, search engines and websites in writing Chapter 2 of your research – Review of Related Literature.

Here's how you are going to do it. Just follow these simple steps.

1. In your desktop, laptop, or high-tech cellphone, click open the Google Chrome. A window will pop up like the one shown below.



2. Type on this space the title of your study or the key words of your research title. For example, type here "**Sample study on the Effect of Video Games on Academic Performance of Senior High School Students**". After encoding the title, click enter. What will pop up from the window are the website links to choose from. This will be how the window will look like.



3. Be sure to click the websites that are scientifically and scholarly reliable. Blogs and Wikipedia are not considered the best sources for research studies because in most cases, they contain mere opinions only.
4. Choose the website that reflects author's name and year of publication (found below the website). When you are going to write related literature and studies, you need to cite the authors, year, and the link. This is what you have to open or click.

All Images News Videos Shopping More Settings Tools

About 174,000,000 results (0.75 seconds)

**Online Gaming: Impact on the Academic Performance and Social ...**  
<https://knepublishing.com/index.php/Kne-Social/article/view/2447/5372> ▼  
 by **DO Dumrique - 2018**  
 Online Gaming: Impact on the Academic Performance and Social Behavior of the Students ... The participants in this study were high school students of Polytechnic ... a purposive sampling, where only those students who played on-line games ...  
 Introduction · Materials and Methods · Results and Discussion · Conclusion and ...

Name of author and the year it was published.

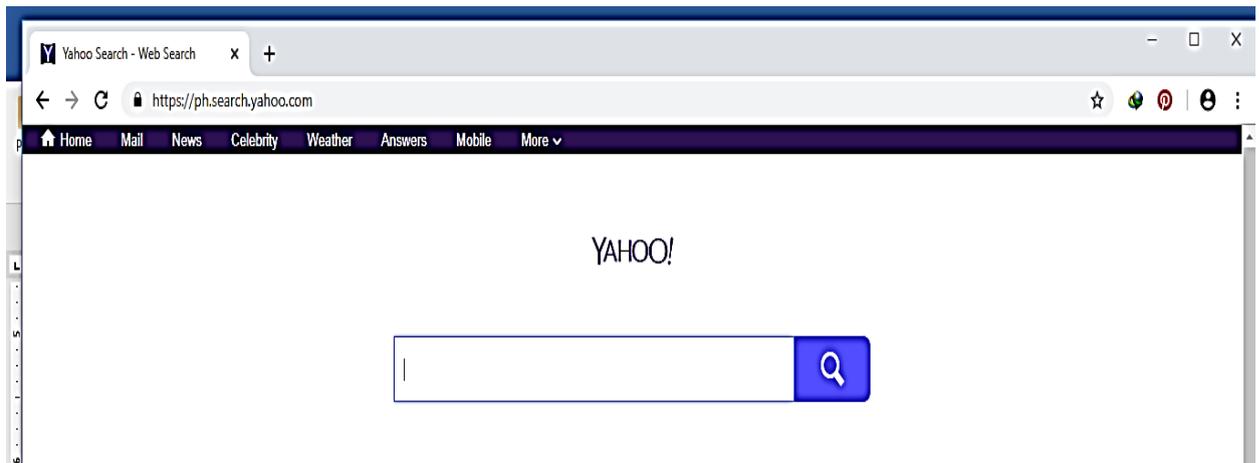
5. Upon clicking, you will be brought to another window where you can personally access the website and the research study itself. This is the time where you can take note information from the study and cite the author/s. Here it is:

The screenshot shows a web browser window with the URL <https://knepublishing.com/index.php/Kne-Social/article/view/2447/5372>. The page header includes the Knowledge E logo and navigation links: HOME, ABOUT, GUIDELINES, OPEN ACCESS, PUBLICATION ETHICS. The main content area displays the article title, authors (Dennis O. Dumrique and Jennifer G. Castillo), affiliation (Polytechnic University of the Philippines), and contact information (Corresponding Author: \*Dennis O. Dumrique; [dodumrique@pup.edu.ph](mailto:dodumrique@pup.edu.ph)). It also includes copyright information (© 2018 Dennis O. Dumrique and Jennifer G. Castillo) and a Creative Commons Attribution License notice. The DOI is 10.18502/kss.v3i6.2447. The abstract states: "This study was conducted to assess and find out the impact of on-line gaming on the academic performance and social behavior of the students in the Polytechnic University of the Philippines-Laboratory High School. Furthermore, this study sought answers on the significant relationship between playing on-line games and academic performance and to social behavior of the students." The study revealed that boys are more of a player compared to girls who often play games that require three or more players like League of Legends, Clash of Clans, Crossfire and many more to mention. It is also stated that those who play online games are around 14-15 years old who are believed to be in the Grade 8 level. These students who often play games have an average weekly allowance of 101 pesos to 500 pesos. Playing online games

On the right side of the page, there are three panels:
 

- FULL TEXT**: A yellow button labeled "Download Full Text".
- STATISTICS**: A table showing "Downloads: 12" and "Views: 44643".
- NAVIGATION**: A list of links including "TOP", "1. INTRODUCTION", "2. OBJECTIVES OF THE STUDY", "3. MATERIALS AND METHODS", and "4. RESULTS AND DISCUSSION".

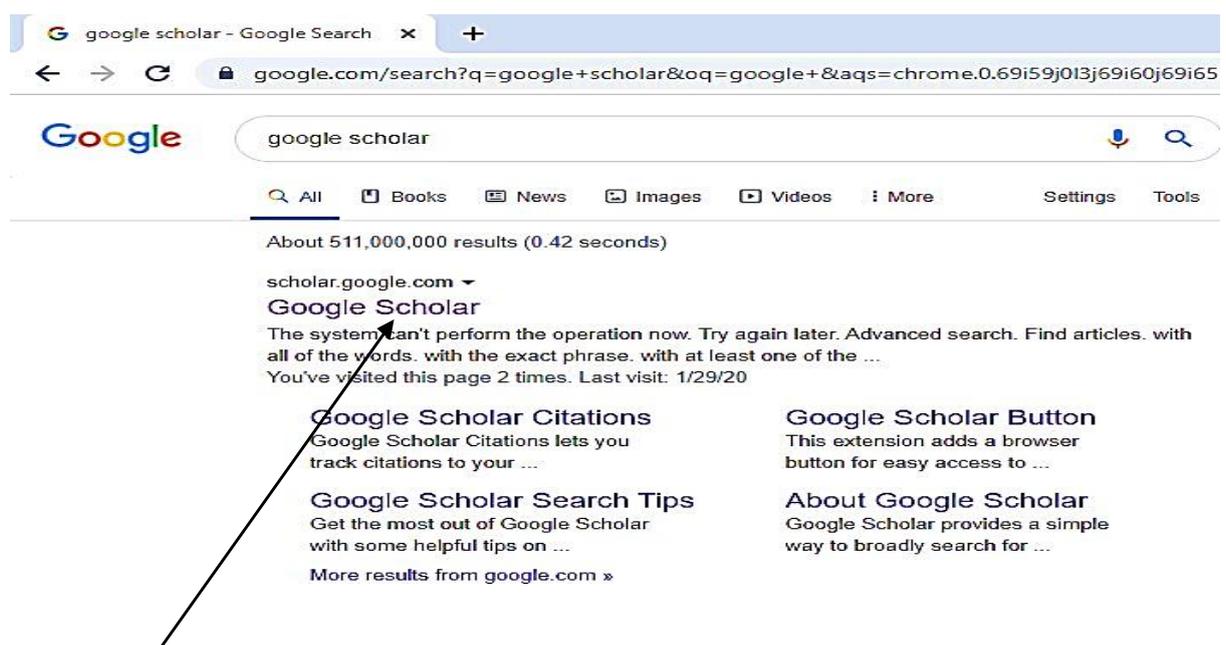
You can also browse through search engines such as *Yahoo!* search. In the box of *Yahoo.com*, follow the same procedure stated in searching studies shown in steps 1 to 5. Type the title of your study or key words and click enter.



You can also log on to Google Scholar. This is one of the most reliable sources of research studies, journals, books and other materials needed in writing related literature and studies. Most of the researchers do their literature search in this website because of its unique features. You can access to different abstracts and full research in PDF too which means you can also download the research or abstract since there are icons which will notify us that it can be downloaded for free. You can even choose the authors (local or international) and trim your searches to the latest studies, journals and books. So, enjoy your research and choose the latest sources which are needed in your study.

Follow these simple steps in finding research abstracts or studies using google scholar.

1. Log in to google chrome. Then in its search engine of google chrome, type google scholar. Then, a window will pop up showing the website of google scholar. Click the google scholar



2. What appears after clicking the google scholar is another window for google scholar search engine. Here you can encode the title of your research or the keyword.



3. Encode the title of your study or the key words of your study here. Example if you encode "Lived Experiences of Teenage Mothers" Then, here's the abstracts or studies in relation to your title study. Just click the study or abstract you want.

lived experiences of teenage mothers

scholar.google.com/scholar?hl=en&as\_sdt=0%2C5&q=lived+experiences+of+teenage+mothers&oq=lived

Google Scholar

lived experiences of teenage mothers

Articles About 245,000 results (0.10 sec)

Any time  
 Since 2020  
 Since 2019  
 Since 2016  
 Custom range...

Sort by relevance  
 Sort by date

include patents  
 include citations

Create alert

'I want to be better than you:' **lived experiences** of intergenerational child maltreatment prevention among **teenage mothers** in and beyond foster care  
 EM Aparicio - Child & Family Social Work, 2017 - Wiley Online Library  
 The growing body of research on **teenage motherhood** in foster care has largely focused on the risks involved for both **mother** and child, yet these **mothers** depict a much more complex picture of their own **experience** of becoming and being **mothers**. The current study employed ...  
 ☆ 99 Cited by 29 Related articles All 6 versions

Negotiating **motherhood**: the struggles of **teenage mothers**  
 B Hanna - Journal of advanced nursing, 2001 - Wiley Online Library  
 ... Payments were barely sufficient to cover **living** expenses and **poverty** was unavoidable ... The young women's lives were unpredictable; they **lived** from day to day ... This could be attributed to their lack of knowledge on child development, or to their own **experiences** of growing up ...  
 ☆ 99 Cited by 230 Related articles All 11 versions

**Teenage mothers' experiences** of stigma  
 E Yardley - Journal of youth studies, 2008 - Taylor & Francis  
 ... on the estate to which she had recently moved] whereas before I was **living** in an ... Therefore, policy-makers are not gaining an accurate picture of the **lived experiences** of **teenage mothers** ... of the context of their **motherhood** inevitably has implications for their **experiences** of the ...  
 ☆ 99 Cited by 145 Related articles All 3 versions

[HTML] Early **motherhood**: a qualitative study exploring the **experiences** of African Australian **teenage mothers** in greater Melbourne, Australia  
 MCNC Watts, P Liamputtong... - BMC public ..., 2015 - bmcpublihealth.biomedcentral.com  
 ... All women, but for two, had **lived** in a transit country following flight from their country of origin, with some **living** in so-called transit situations ... A few indicated that knowledge of others' **experiences** of crude abortions in refugee camps was a deterrent to aborting the baby ...  
 ☆ 99 Cited by 57 Related articles All 25 versions

Factors influencing **teenage mothers'** participation in unprotected sex  
 VE Burns - Journal of Obstetric, Gynecologic, & Neonatal ..., 1999 - Wiley Online Library  
 ... tive approach, and the identification of unexplored themes and structures of **experience** achieved in ... Further research related to the **lived experiences** of sexually active adolescents could include



## ***What Is It***

Let us have Activity 2 to find out how much you have learned from Lesson 1.

Directions: Work with a partner. Use the search engines in searching information of either one of these research titles below. Choose only the websites with the authors' names and year of publication. Be sure that the sources are within the five (5) years recency period (e.g., if today is 2021, then your sources must only be those published within year 2016 - 2021). List down at least five (5) research titles with authors and year of publication that are related to the study you have chosen. Then copy the Abstract. Submit your list to your teacher.



## ***What's More***

Now, it's your turn. Try to start researching about the topics below by following the example given. You can choose the titles below.

1. Gender Equality Among Senior High School Students: Teachers' Perspective
2. Exploring the Use of Technology Among Secondary Teachers
3. The Lived Experiences of Teenage Mothers in Senior High School
4. Life and Struggles of Working Students Studying in SHS: A Phenomenological Study
5. The Lived Experiences of SHS Learners Affected by Covid 19 Pandemic
6. Working Open High School Students: A Phenomenological Study of Senior High School Life Journey
7. A Qualitative Study of Covid Patients' Experiences Towards Community, Family, and Relatives' Discrimination
8. Emotional and Psychological Well -Being of SHS Students During Pandemic
9. Exploring the Lived Experiences of SHS Students in Online Distance Learning
10. A qualitative Study Exploring High School Students' Understanding of and Attitudes towards their Chosen Track and Strand



## ***What I Have Learned***

In this lesson, you have learned about the following:

1. There are types of related literature sources:

1.1 Primary sources which include the following

---

---

---

1.2 Secondary sources include the following:

---

---

---

2. Primary and Secondary sources of related literature can be classified into:

2.1 \_\_\_\_\_

2.2 \_\_\_\_\_

3. To locate the other sources of related review of literature using search engine, follow these simple steps:

3.1 In your desktop, laptop, or high-tech cellphone, click open the

---

---

---

3.2 Type on this space the title of

---

---

---

3.3 Then be sure to click the websites that

---

---

---

3.4 Choose the website that

---

---

---

3.5 Upon clicking,

---

---

---



### ***What I Can Do***

In your research notebook, do the following as the application of your knowledge learned:

1. List down the primary sources of related literature you can find in your school.
2. List down the secondary sources of related literature you can find in your school.
3. Categorize them by supplying the column below:

Title List of Primary Sources in Alphabetical Order	Title List of Secondary Sources in Alphabetical Order	Location of the Related Literature Sources (Library, classroom, etc.)	Local or Foreign
1.			
2.			
3.			
4.			
5.			

Lesson

**4**

## **ORGANIZING RELATED LITERATURE**



### ***What's In***

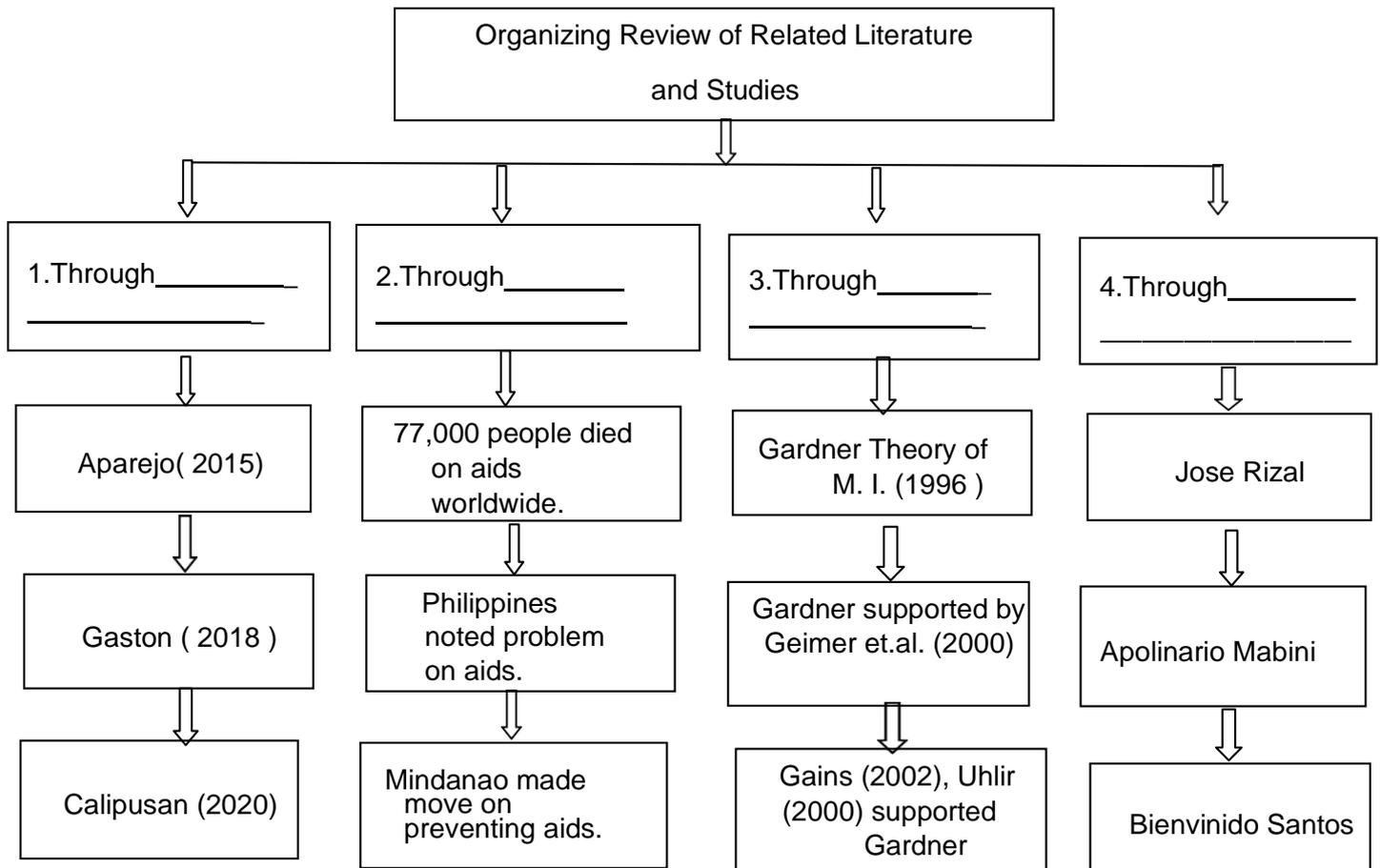
In the previous lesson, you have learned where you can locate the sources of related literature and studies. The sources can be classified as primary or secondary sources and can be categorized as foreign / international or local. Another important learning you have gained are the simple steps in using websites and search engines to locate sources of related literature and studies.



## What's New

Now, let's us have this activity in preparation for the new lesson.

Directions: Using the graphic organizer, supply how the review of related literature and study will be organized given the examples presented.



## What Is It

One of the greatest problems among researchers in writing the related literature is how to organize the review. There are times that we tend to include all that we have read leaving our Chapter 2 unorganized and crowded. Then, our Chapter 2 will lose its coherence and unity. However, if you are a keen observer, you will notice how some researches follow a certain format to make their work coherent. Here are the ways on how to organize your review of literature and studies:

## 1. Through Chronological Order (date/year)

In organizing your related literature using chronological method, you could write your research paper review according to when they were published. If this approach be used, it has to be ensured that clear development of the way, location or place of where such research are to be noted following the flow of years or specific dates.

This is considered the easiest way in organizing coherent literature reviews and studies. It features how the topic is changed according to year or time and how such topic is thought of today (Cronin, Ryan & Coughlan, 2008).

According to Calderon & Gonzales (2015) related materials may also be cited chronologically, that is, according to the year they were written. Materials which were written earlier should be cited first before those which were written later. This can be done especially when citation is by author or writer.

Chronology of Events. The circled years tell the chronological arrangement of events.

*The earliest recognized case of LD occurred in 1802 when Franz Joseph Gall a German French anatomist and physiologist recognized an association between brain injury in soldiers and subsequent expressive language disorders. In 1822, Gall published a book entitled Sur les Fonctions, in which he outlined his belief that the brain was divided into twenty- seven separate "organs," each corresponds to a discrete human faculty. He believed one of those separate organs controlled the memory of things; the memory of facts; educability; perfectibility.*

*In the year 1867, a German teacher for the deaf named Heinrich Stotzner had founded the school for slow learners. This was done because he discovered that there were children though without problem on mental retardation exhibit difficulty to read and write because of poor motor coordination.*

*In 1877, Adolph Kassmaul-a German physician-coined the phrase word blindness for loss of ability to read (Hagw& Silver, 1990). The phrase, which is still used today to describe a form of dyslexia, refers to a neurological disorder characterized by loss of the ability to read or understand the written word, either totally or partially. Partial word blindness permits the individual to recognize letters, but read only certain types of words (Miller, 2002).*

## 2. Through broad-to-specific topic

According to Cronin, Ryan & Coughlan (2008), you can also organize your related review of literature and studies by starting it from a general issue of topic, then lower it down to specific issues in the literature until it reaches and links to your research title, question, research keywords, thesis statement and hypothesis.

An example of this is when you start the problem of teenage pregnancy internationally or globally. Start by establishing the trend of such problem globally, then at national level, to your province, city or locality and to your own barangay (Aparejo, 2010).

## 3. Through major models or major theories

Another approach in writing coherent and organized review of related literature and studies is by arranging it according to its significant models or major theories. When various models or theories emerge in your studies, it is better to arrange them according to their importance in your research. Group the articles you read and researched by models and theories to get coherent view of your review of related literature and studies (Cronin, Ryan & Coughlan, 2008).

#### 4. Through prominent authors

If a certain author, writer or researcher had developed a certain innovation, model, theory or education breakthrough and then other authors or researchers continue studying and developing it, it is good to arrange such authors by their popularity or fame. It is also better if authors be organized according to whose famous authors they agreed upon. With this organization, coherence of author's view on specific issues from one author to another is vividly followed (Cronin, Ryan & Coughlan, 2008).

#### 5. Through contrasting schools of thought

By this approach of organizing your related literature and study, you can group together major arguments or contrasting differences that came up in your research with researchers stressing their agreement and disagreement in their approaches and ideas.

#### 6. Through thematic concept or by topic

The thematic concept of topic reviews refers to the related reviews that are organized on specific topic or a concept, an issue or trend of the time. It is different from chronological and by publication because it focuses on concept or topic rather than time and year of publication.

For instance, a review of the impact of internet to Philippine political system. Although in this type of organization the chronological and thematic organization can still be present in its development, the focus in the thematic approach is not the year nor the theme but the role of the internet in political system of government. Note however that more authentic thematic reviews tend to break away from chronological order. A review organized in this manner would shift between time periods within each section according to the point made.

If different authors or writers have the same opinion about the same topic, it is discussed and cited under the names of the authors or writers. This is a summary of their opinions or findings. This is done to avoid separate and long discussions of the same topic.

#### Example:

There have been several researchers of web-based applications in different disciplines such as in engineering (Lam, n.d.), clinical and medical services (Chakravorty, 2006, Holzinger, 2007, Nijland, et. al., 2011, Sahoo, 2012, Maymone, et. al., 2018, business and organizations (Zia, 2015), e-learning and in Science (Malavolta, 2016, Xu & Ming, 2012, Yaldir, 2016, Eagleso, et. al. 2017, Abriata, 2018).

*Source: Aparejo, Calipusan & Brandino (2018) titled "Improving Data Management System of Senior High School Through E – form Web Application"*

In the example, it shows that there are several authors who confirmed that web-applications are used in clinical and medical services and in business and organizations. Note that *clinical and medical services* is considered one theme and *business and organization* is another theme.

#### 7. Through Methodological approach

In the methodological approach, the focus is on the method the researcher used. For example, the literature review focuses on the method used by the graduating Senior High School students to raise funds for their entrepreneurship proposal or method used to increase agricultural yields among agriculture students. It can also be the method used by the STEM students in their researches on the preservation of our nature using the innovation brought by technology.

In an example cited by Practical Research 1 book published by Rex Bookstore,

methodological organization is evident in this scenario. It states for instance the Internet in American presidential politics projects. One methodological approach would be to look at cultural difference between the portrayal of American presidents on American, British, and French websites or their view might focus on the fundraising impact of the internet on a particular political party. A methodological scope will influence either the types of documents in the review or the way in which these documents are discussed.

Any method used in research by researchers or by respondents that would become a phenomenon of innovation, breakthrough, success or failure will become the subject of discussion, focus and interest on researchers' world.

To help you understand what is method, let us try to answer this first.

1. Enumerate the methods used in communication or in sending ideas.  
*Possible answers are: language, letters, using technology, verbal and written or oral communication.*
2. Enumerate the method used in order to become professional or educated  
*Possible answers are: schooling, self-study, online study, etc.*

### Example

*It is concluded that using differentiated instructions is considered an effective way of addressing the diverse classrooms. This confirmed the study of Robinson, Maldonado & Whaley (2014) stating that if teachers are provided with the knowledge and tools to differentiate in their classrooms it may increase test scores and help low achieving students find success and Mc Cullough (2012) while expanding the learning growth of gifted and talented students.*

Source: Aparejo (2015) titled "Using Differentiated Instruction Designs Through Multiple Intelligence Theory to Improve the Academic Performance of *Students at Risk with LD*

This example uses methodological approach considering that the method used in increasing academic performance is the differentiated instructions inspired by the Theory of Multiple Intelligences.

If you can already decide what method or organization you will be using in your review of related literature, it will become easy for you to fill up the blank space of your Chapter 2 since you have now the idea of what to do and where to go. Using chronological organization and thematic deal on concepts or others, this does not mean you are to limit your organization on what is being discussed here. You can still add whatever type of organization you think you can use provided it is necessary.



### What's More

Directions: Look at this example from the study of Ghamrawi (2013) titled "***The Relationship between the Leadership Styles of Lebanese Public-School Principals and Their Attitudes towards ICT versus the Level of ICT Use by Their Teachers***". Using other sections of related literature such as: Information and Communication Technology (ICT) in Educational Leadership and ICT and Attitudes and Level of Use of ICT in Schools, what do you think is the type of organization in writing the review of related literature used by the author?

## Information and Communication Technology (ICT) in Education

There are opposing views to the impact ICT has on the acquisition of learning by students. On one hand, ICT has been viewed as a tool for promoting quality learning. This is supported by studies from several parts of the globe such as Ghamawi (2011), Gillespie (2006), Romeo (2006), Murphy (2006), Wonget.al. (2006) Becta (2003), Yelland (2001) Oliver (2000) and Grimus (2000). Grimus (2000) assures that "...by teaching ICT skills in primary schools the pupils are prepared to future development based on proper understanding" (p.362). This is also manifested by Yelland (2001) who emphasizes the fact that there is no efficient and effective schooling unless ICT is well integrated within teaching and learning.

### Leadership and ICT

A huge body of literature argues that school leaders play an imperative role in terms of setting the stage for effective integration of ICT in schools (Kerney & McGarr, 2009; Kirkland & Sutch, 2009; Haynes, 2007; Steed et al., 2005; Jacobson & Hunter 2004; Schiller, 2003; Solwinski, 2000). Condie and Munro (2007) who enlist a large number of barriers against the effective integration of ICT in schools, assure that school leadership tops this list. Sweeny (2005) assures that "effective leadership is the most critical component in ensuring the successful implementation of any program in an educational setting (p.48)

### Attitudes and Level of Use of ICT in Schools

Studies addressing ICT integration in the teaching and learning process have underscored also teachers' attitudes towards ICT (Albirini, 2006). Kluever et al. (1994) consider attitudes as a key factor determining whether teachers would tend to accept computers as teaching tools that they would employ in their teaching. Harrison and Rainer (1992) assure that teachers with weak attitudes towards ICT often display low competencies in using computers. They would be, therefore, less likely to use ICT in their teaching and learning.



## *What I Have Learned*

Let us have this activity to find out how far you have learned in Lesson 2.

In lesson 2, you have learned how to organize and write your review of related literature coherently. This follows proven organization such as:

1. through \_\_\_\_\_
2. through \_\_\_\_\_
3. through \_\_\_\_\_
4. through \_\_\_\_\_
5. through \_\_\_\_\_
6. through \_\_\_\_\_
7. through \_\_\_\_\_



## What I Can Do

Directions: Work with a partner. Arrange the 5 findings of Practical Research 1 Abstracts found in your library and classrooms or 5 Abstracts from scholarly websites by using Chronological order in one paragraph only. Write your answer in one whole sheet of paper with your names. Use one- inch margin in all sides following a double-spaced format.

### Lesson

# 5

## Making Links Between Studies



## What's In

In previous lesson, you have learned that there is a structure in the format of writing the review of related literature. The following are; through chronological order, through broad-to-specific topic, through major models or major theories, through prominent authors arrangement, through contrasting school of thoughts, through thematic concept or by topic and through methodological approach.



## What's new

**Directions:** As you move on to the next lesson, you have to answer first the fill in the blank test. Choose your answer from the box to complete the statement.

similarly      moreover      however      while      so

1. Aparejo's (2008) research findings on the multiple intelligence of students at risk with dyslexia is \_\_\_\_\_linked to the findings of Adlof, & Hogan (2018).
2. Students with dyslexia struggle in language skills. \_\_\_\_\_these students possess multiple intelligences (Aparejo, 2008) to be used to cope up with their academic performance.
3. Students \_\_\_\_\_ with dyslexia often have \_\_\_\_\_ language deficits (Adlof & Hogan, 2018) \_\_\_\_\_ there is still hope for these students to learn by tapping their multiple intelligences.
4. Students with dyslexia should not be labeled as idiots, dull, and slow learners \_\_\_\_\_ they must be treated regular students.
5. In addition to the language deficiencies of these students, they may be at risk for slower language acquisition (Adlof & Hogan, 2018) \_\_\_\_\_their academic performance will be affected too if they are not given an intervention (Aparejo,2008)



## What is It

Making links between studies is another skill in writing research or particularly in writing review of related literature. This skill needs a thorough analysis from the research articles, literature, abstracts and studies. After reading the literature reviews, abstracts and studies comprehending and analyzing them are the next steps in order to decide whether the findings of those materials have linked to your studies.

Here are the Effective Transitions in Research Manuscripts Writing introduced by Panter, M. (2020)

### Introductory words or phrases

The transitional devices written below are frequently used to linked one study to another, one finding to another, one theory to another. However, these are also transitional devices that would help to emphasize disagreement or in opposition thereto.

I want to...	Informal Transition	Formal transition
Add	And, besides, <i>also</i>	In addition, additionally, moreover, furthermore
Compare		In comparison, similarly
Contrast	But, yet	In contrast, conversely, however, nevertheless, <i>on the one hand/on the other hand</i>
Provide an alternative	Or	Alternatively, <i>on the one hand/on the other hand</i>
Provide an example		For example, for instance
Specify	Especially	In particular, more specifically
Emphasize		In fact, indeed, in other words
Conclude	So	In sum, in summary, in conclusion, thus, therefore, consequently, <i>taken together</i>

Here are the examples of the transitional words used to link one study to another by Mahmood (2016).

#### Agreements

- Similarly, author B points to...
- Likewise, author C makes the case that...
- Author D also makes this point...
- Again, it is possible to see how author E agrees with author D...

#### Disagreements

- However, author B points to...
- On the other hand, author C makes the case that...
- Conversely, Author D argues...
- Nevertheless, what author E suggests argues the study of...



## What's More

After knowing the transitional devices used to link one research to another, it is now your time to work this activity below.

Directions: Analyze whose author/s agree/s or disagree/s with the given findings below. Write the author/s who agree/s or disagree/s on the column provided.

Given findings: *Students with parents abroad struggle in their school achievement*

1. Aparejo (2019) found students with parents working abroad manifested significant achievement in terms of their academic independence.
2. Students in Senior High School whose parents were working in foreign lands performed low in their academic performance (Obedencio , 2019).
3. Academic performance has no significant effect on students with parents working abroad (Balan,2018)
4. Overseas parents' absence to SHS students has no significant effect on their academic performance because they were matured when parents left them (Baldelovar, 2019).
5. The study of Aparejo (2018) revealed that majority of students with overseas parents belonged to the low- average academic achievers.

Authors in Agreement	Authors in Disagreement



## What I Have Learned

You have learned in this lesson how to link one findings of the study to another findings of study using transitional devices. Now, let us try to find out what have you understood by completing the statements below.

1. I realized that the transitional devices that I will use when

- 1.1. I have to add another study are

\_\_\_\_\_

- 1.2. I have to disagree are

\_\_\_\_\_

- 1.3. I have to make conclusion are

\_\_\_\_\_

- 1.4. I have to compare are

\_\_\_\_\_

and to contrast are

- 1.5. I have to provide alternative are

\_\_\_\_\_



### ***What I Can Do***

In your research notebook, practice making links from one study to another study using transitional devices that you have learned in this lesson. Connect the findings given below by writing one paragraph in all findings showing agreement and another paragraph for disagreement.

Given findings: *Students with parents abroad struggle in their school achievement*

1. Aparejo (2019) found students with parents working abroad manifested significant achievement in terms of their academic independence.
2. Students in Senior High School whose parents were working in foreign lands performed low in their academic performance (, 2019).
3. Academic performance has no significant effect on students with parents working abroad (Balan, 2018)
4. Overseas parents' absence to SHS students has no significant effect on their academic performance because they were matured when parents left them (Baldeovar,2019).
5. The study of Aparejo (2018) revealed that majority of students with overseas parents belonged to the low- average academic achievers.

**Lesson**

**6**

## **CONTENT OF THE REVIEW OF RELATED LITERATURE**



### ***What's In***

In lesson 5, you have learned about how to connect one finding to another findings of the studies by using transitional devices. Such transitional devices help Add, Compare Contrast, Provide an Alternative, Provide an Example, Specify, Emphasize and Conclude one finding to other findings of the study.



## **What's New**

Directions: Look at the sketch of a house. Enumerate its three important parts.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## **What is It**

Writing review of related literature has its own structure. Researcher has to follow the structure for its guided format. Like building a house, a carpenter or the engineer has to design a structure of a house before he has to build it. Writing review of related literature follows the same procedure too. The researcher will make or follow the procedural structure in writing review such as an introduction, body and conclusion.

### **1. Introduction**

The introduction explains the focus and establishes the importance of the subject. It discusses what kind of work has been done on the topic and identifies any controversies within the field or any recent research which has raised questions about earlier assumptions.

The introduction can be seen as the beginning paragraph of Chapter 2, or the beginning paragraph of the body of related literature. Example: If the topic under consideration is SHS students under Pres. Duterte's declaration of Martial law, the introduction can be like this: "This review will not explore the accounts of SHS students in Visayas and Luzon but only in Mindanao (Martial Law is only implemented in Mindanao – 2017- 2019).

When you write an introduction, you have to bear in mind that it must have a focus and has to emphasize on the subject or topic or problem of the study. It explains what kind of study or research has been done and its purpose too. It also describes on any controversies

encompassing the previous and recent studies incorporating the present problems under investigation. It also provides the background of the study or research. Sometimes an introduction will summarize or evaluate the kind of research the researcher would like to undertake or may suggest how the findings of research will lead to further researches.

Read the examples of the introduction of review of related literature and learn how to write it on your own to avoid plagiarism.

Examples of introduction in Chapter 2 – Related Literature

### Related Literature

#### Example 1. An introduction that expresses opposing views

*There are opposing views to the impact ICT has on the acquisition of learning by students. On one hand, ICT has been viewed as a tool for promoting quality learning. This is supported by studies from several parts of the globe such as Ghamrawi (2011), Gillespie (2006), Romeo (2006), Murphy (2006), Wongetal(2006),Becta (2003), Yelland (2001), Oliver (2000) and Grimus (2000).*

Source: Aparejo, Brandino & Calipusan (2020)

## Chapter 2

### Review of Related Literature and Studies

*This study is designed to explore the lived experiences of street children in Gingoog City who are enrolled in Open High School Program (OHSP). To give the comprehensive view of this research, review of related literature and studies are presented below (Lloren, 2016).*

Source: Lloren (2016)

## 2. Body of Review of Related Literature

The second content of the review of related literature is the body. The body of related review of literature is oftentimes divided into major headings and subheadings. In most cases to, the body of related literature and studies will summarize, evaluate and assess the field of knowledge under study in current stage. It gives reports and findings on themes, issues, topics, trends for researchers to confirm or negate. Note that if review is about a preliminary of a research project, then the body will focus on the argument in order to justify the issues, topics or problems under investigation.

### Example of Body of Review of Related Literature in Chronological Order

Several researchers confirmed that more module authors have developed different modules in their specified field. Thorton (1971) reported in detail about a project where programmed instructions were used in a module on "Cellular Respiration". The modular format contained instructional objectives, necessary pre-requisites and time required, diagnostic pre-test, key for the test, required materials for the program, instructions for the use of the program and self-scored post-test. Collagan (1972) as cited by KK John (2010) constructed certain modules of a programmed course in Astronomy. Wilkerson (1973) developed and validated modules utilizing five stages of which the first four may be identified as the stages of planning and development. These stages were: (i) exploratory reading and research into the area of the instructional system and attitude; (ii) completion of rough draft and collection of revision data from researchers and reviewers; (iii) revision of the modules and (iv) informal field test. Cohan (1973) developed, and field tested a module to instruct student teacher with respect to critical thinking and the teacher behavior which promote critical thinking. Girard & Pinar (2011) research study advances the understanding of the usability of marketing case study modules in the area of interactive web-based technologies through the assignment of seven interactive case modules in a Principles of Marketing course and in same year Teaching Modules for nanotechnology were developed, implemented and evaluated in the research study of Shabani, et al. (2011)

*Source: Camocamo, R. (2014) "DEVELOPING LOCALIZED ECONOMICS MULTIMEDIA MODULES*

### 3. Conclusion

The conclusion will give the summary of all the evidences that are being presented from introduction to the body of related literature and studies. Aside from that, the conclusion will also give the precise key findings of other studies of the review in general concepts.

The conclusion for review of related literature is different from the conclusion of the entire research findings of your study. This conclusion here is specifically for the review of related literature only. It consists of one paragraph only summarizing the main points of all the research findings from abstracts, theories and models used in the study or in your research.

#### Example in Concluding the Review of Related Literature and Studies using Summary

To sum up, the literature and studies mentioned above give the strong evidence of what the researchers claim on the lived experiences of the respondents being teenage mothers.

#### Example in Concluding the Review of Related Literature and Studies using Evaluation

Different views on the lived experiences of teenage mothers have been presented from different findings of various researches and different perspective from prominent social theorists. Each view is supported by experiences of emotional and psychological journey into a knowledge of an early motherhood.

### Example in Concluding the Review of Related Literature Using Linkage of Existing Knowledge

Based from the related literature reviews and studies presented above, teenage pregnancy is nothing new in historical point of view and in worldwide phenomenon. The reviews and studies support the idea that teenage pregnancy is mainly a social and not a medical problem.



#### **What's More**

Directions: With your knowledge on the content of review of related literature, analyze if the following short review of related literature contains the three (3) parts; introduction, body, and conclusion.

#### **REVIEW OF RELATED LITERATURE**

This study would determine the factors affecting the academic performance of students at risk with learning disabilities as basis for designing a supportive classroom environment at Gingoog City Comprehensive National High School, Gingoog City for school year 2018-2019.

##### **Rationale, History and Background of Learning Disability**

The oldest record of Learning Disability (LD) case happened in 1802 when Franz Joseph Gall German- French anatomist and physiologist found out an association between brain injury in soldiers and the continuous expressive language disorders. In 1822, book entitled "*Sur les Fonctions*," written and published by Gall expressing his belief in this way "brain was divided into twenty-seven separate "organs," each corresponds to a discrete human faculty". He further outlined that one of our memories is controlled by such separate organs; the memory of facts; educability; perfectibility. This belief of Gall was confirmed by other researchers stating that if imperfection occurs in those processes of our brain, it must be due to a cranial fault (Who, 2005) as cited by Carlson (2005).

In the year 1867, Heinrich Stotzner (German teacher teaching Deaf students) opened school for slow learners because he discovered that there were children though without problem on mental retardation, they exhibited difficulty to read and write because of poor motor coordination.

In 1877, Adolph Kassmaul (German physician) introduced the term *word blindness*" for loss of ability to read (Hagw & Silver, 1990). This term is still employed today to describe a form of dyslexia, refers to a neurological disorder characterized by loss of the ability to read or understand the written word, either totally or partially. Partial word blindness permits the individual to recognize letters, but read only certain types of words (Miller, 2002).

It was James Hinshelwood, a Glass glow eye specialist who was cited as the prime figure in discovering learning disability. It started when a boy who could not read was referred to him and he concluded that the boy suffered a congenital word-blindness. He pointed out that this might cause by a defected language-related area of the brain but not due to his loss of vision.

**Answer the following questions.**

1. Is the review complete?
2. Is there an introduction?
3. Is there a body?
4. Is there a conclusion?



***What I Have Learned***

Congratulations! You are about to end this lesson. To ensure your learning, you have to complete the following statements below:

1. I have learned that there are three important structures in review of related literature. These are:
  - a. the introduction which deals on  
\_\_\_\_\_
  - b. the body which deals on  
\_\_\_\_\_
  - c. the conclusion which deals on  
\_\_\_\_\_



***What I Can Do***

This is your time to practice what you have learned. If your research teacher has given you the titles below, choose one research that is related to your track and develop a review of related literature and studies with an introduction, a body, and a conclusion.

Sample titles:

1. The Lived Experiences of Students Enrolled in Academic Tracks
2. The Lived Experience of Students Enrolled in Technical Vocational Tracks

**Alternative activity.** Using your research notebook do the following for practice.

**Exercise 1:**

Imagine you are the president of SHS Students' Club. Your teacher requests you to give an introduction about what is SHS Student Club. Write your answer on the blank provided.

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**Exercise 2:**

You are attending the SK meeting in your barangay and your chairman's agenda is about SHS Negosyo Program. Your SK chairman requests you to give introduction about SHS in your school.

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**Lesson**

**7**

**ETHICAL STANDARD IN RESEARCH**



**What's In**

In the previous lesson, you have learned the contents of the review of related literature. It contains the introduction, the body, and the conclusion.



**What's New**

**Directions:** In this activity, determine if the action made by the researcher is ethical or unethical. Drop a finger up sign on the box provided if it is ethical and finger down if it is unethical.



Signs and Symbols By Freepik.com

1. The researcher is writing review following the copyright law.

Answer:

2. The researcher knows how to cite other people's literary work.

Answer:

3. It is okay to copy and paste the writing or study of other author/s without paraphrasing it or directly quoting the entire words.

Answer:

4. Recognize the work of others by citing them in your study.

Answer:

5. Plagiarism is considered a major offense in writing research.

Answer:



### ***What is It***

Being a researcher, you can hear complaints about unethical standards in writing research. When we say unethical, it means that the ethical standard is being violated. The narrative accounts of how the authors' intellectual rights are taken for granted during the writing of related literature review have caught the attention of the seasoned researchers and the academic world. Thus, to make us follow the ethical standard in writing research, let us read the information below.

According to Fraenkel & Wallen (2007) in their book titled "How to Write and Evaluate Research in Education" ethics is the term coined to words of right or wrong. And if researchers think about research, they are thinking whether or not conducting research to particular respondents in a particular situation and place is "right" or "wrong".

Ethical standard in research means following the right procedure/ protocol in conducting research. Here are some points to consider the ethical standard in writing review of related literature.

#### **1. Understand the Intellectual Property (IP) rights**

To understand the ethics of information use, you should know the law of intellectual property rights and the law.

Intellectual property (IP) refers to creations of the mind such as inventions, literary and artistic works and symbols, names, images, and designs used in commerce.

IP is divided into two categories: Industrial property, which includes inventions (patents), trademarks, industrial designs, and geographic indications of source; and Copyright, which includes literary and artistic works such as novels, poems and plays, films, musical works, artistic works such as drawings, paintings, photographs and sculptures, and architectural designs" (Source: "What is Intellectual Property?", WIPO- World Intellectual Property Organization).

According to this law, it is illegal to grab an image off someone else's web page and put it on your web page without the permission of the copyright owner. Likewise, it is illegal to copy and paste any articles, studies or research findings and consider them as yours without citing and asking permission from the owner.

To protect the owners, from illegal use of their intellectual property, a copyright law comes into view. This protects (1) literary works; (2) musical works, including any accompanying words; (3) dramatic works, including any accompanying music; (4) pantomimes and choreographic works; (5) pictorial, graphic, and sculptural works; (6) motion pictures and other audiovisual works; (7) sound recordings; and (8) architectural works. Thus, anybody violating this law may be accountable to copy right law.

Copyright is automatic! Absence of a copyright mark or statement does NOT mean that an item is not copyrighted. Copyright owners have exclusive rights of reproduction, adaptation, distribution, public performance and display. As original work that is fixed in a tangible medium, material on the Web is protected. It is illegal to grab an image of someone else's web page and put it on your web page without the permission of the copyright owner.

For educational purposes, some uses of copyrighted material are allowed through provisions of copyright law such as "fair use." In general, you can use only a small part of another's work. In short, be careful when you use the intellectual property of others.

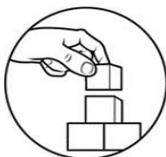
## 2. To understand the ethical use of information

This helps you understand the ethical use of information by providing information on quoting, paraphrasing, and citing the work of others and on recognizing and avoiding plagiarism.

To use the work of others aside from respecting the intellectual property right, you should know how to quote, summarize or paraphrase and cite properly the work of others.

### Here are the tips of maintaining the use of ethical information

- You have to cite the author/s name to give respect of credit of his/ their property. You can do it by quoting directly or by paraphrasing. Academic ethics require that writers be credited for their work and their writing.
- If in case you use purposely or unintentionally the work of others without giving proper credit, you have violated the law of **plagiarism**.
- Your bibliography or references is a good evidence to support that your review of related literature demonstrates scholarly materials with credible evidence – references or bibliography.
- When citing other people literary work, use direct quotation by putting quotation inentire words and cite your source. If you paraphrase other people's literary words, cite that source. If you've used the ideas from others, cite the names of those who give you that ideas.



### ***What Can I Do More***

Let's have this activity to show how you understand the ethical standard in writing your review of related literature.

Directions: Write true if the statement is containing a fact and false if it is not true. Write your answer on the blank provided for.

- \_\_\_\_\_ 1. Author/ authors should be cited in your review of related literature.
- \_\_\_\_\_ 2. Intellectual Property (IP) includes research used in review of literature.
- \_\_\_\_\_ 3. Copyright owners have exclusive rights of reproduction, adaptation, distribution, public performance, and display
- \_\_\_\_\_ 4. Paraphrasing the abstract of the study to be used in your study is a practice of ethical standard.
- \_\_\_\_\_ 5. In general, you can use only a small part of another's work.



## ***What I Have Learned***

You are almost done in this lesson. Before you have to move to the final activity, you need to mention first what you have learned in this lesson.

Directions: Complete the statement below. Write your answer in your research notebook.

1. I have learned that the principles of ethical standard in writing research are:

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2. I have also learned that I can violate the principles of writing research if I do the following:

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## ***What I Can Do***

Directions: Apply the knowledge of using ethical standard in writing literature review through the abstract presented from Aparejo, Brandino, Calipusan (2018) study by making comments after the student's related review of literature presentation 2.

The aimed of this study was to develop web applications as an intervention to improve the data management of SHS of GCCNHS, Gingoog City Division. The web applications were designed to address the heavy workload or overburden of teachers due to clerical tasks required to them resulting a delayed submission of the required forms.

Data management of SHS improves as evident in data scheme (soft/hard), source of data (online), access to data (fast/easy), data accuracy (limited to user error), secured data, data can be stored for lifetime, data can be generated and transferrable to next school year, managing data is fast and easy. The beneficiaries of data expansion are the Principal, Assisting principals (3), Registrar (1), SHS teachers (48), students (1,359) and parents (1,359).

Source: Aparejo, Brandino & Calipusan (2018) Improving data management system of senior high school through web applications.

Assuming this is the submitted part of Joselito's review of literature submitted to his research teacher, what are his violation in relation to ethical standard in writing review of related literature?

The aimed of this study was to develop web applications as an intervention to improve the data management of SHS of GCCNHS, Gingoog City Division. The web applications were designed to address the heavy workload or overburden of teachers due to clerical tasks required to them resulting a delayed submission of the required forms.

Data management of SHS improves as evident in data scheme (soft/hard), source of data (online), access to data (fast/easy), data accuracy (limited to user error), secured data, data can be stored for lifetime, data can be generated and transferrable to next school year, managing data is fast and easy. The beneficiaries of data expansion are the Principal, Assisting principals (3), Registrar (1), SHS teachers (48), students (1,359) and parents (1,359).

You are now ready to write review of related literature. Let's try to follow the directions below.

Directions: Using the research title "Lived Experiences of Children of OFW Parents Studying Senior High School ", do the following to write the review of related literature.

1. Browse 5 information from books in the library or online books about the key words "Children of OFW Parents"
2. Browse literature review from 5 journals ([www.google.com](http://www.google.com), [www.eric.gov.ph](http://www.eric.gov.ph), <https://www.apa.org>, yahoo.com, google.com and google scholar )
3. Browse 5 Abstract from the link mentioned in no. 2 relating to the key words assigned.
4. then, make a draft by linking one literature and studies to another.
5. Write a view of related literature using the keywords given with the following contents:
  - a. introduction,
  - b. body,
  - c. conclusion and
  - d. references.

Follow these guidelines in writing review of related literature

1. Use Arial font style, 12 font size
2. Use 1-inch margin throughout
3. Use double spaced format

With the help of your research adviser, present your review of related literature to her for corrections and revision. Then, wait for the schedule of the oral defense set by your research adviser on this manuscript done.

## Sample Review of Related Literature

Title Study: *Lived Experiences of Working Students Enrolled in Senior High School (SHS): A Phenomenological Study*

### Review of Related Literature and Studies

This study was designed to explore the experiences of Senior High School (SHS) working students enrolled in Gingoog City Comprehensive High School, Division of Gingoog City. To facilitate the more comprehensive details of this phenomenological research approach, review of related literature and studies include the following:

According to Human Capital Theory (Becker, 1964), as cited by Neyt, Omev, Verhaest & Baert(2017) employment can be a complement to education due to the additional skills and knowledge obtained while working. On the other hand, building on the Theory of the Allocation of Time (Becker, 1965) as cited by Neyt, Omev, Verhaest & Baert (2017) the Zero-Sum Theory suggests that student employment and education are substitutes. It is argued that student employment strongly constrains students' use of time: time spent working crowds out time spent on activities that enhance academic performance (e.g., studying, doing homework, and attending classes; Bozick, 2007; Kalenkoski & Pabilonia, 2009; 2012). Self-Determination Theory (SDT) on the other hand has been widely discussed in the field of motivation in school learning, and many studies have shown that motivation can affect students' learning and performance and, conversely, that learning can affect motivation (Wechsler, 2006, Pfromm, 1987, Schunk, 1991, Mitchell, Jr., 1992) as cited by Leal, Miranda & Carmo (2013).

Working while studying is not an easy task, especially for full-time students who work for more hours a week. This can be a tough situation which needs balancing of time between studies and work. Students who work while studying are those who usually belong to families with low average income, where survival is a must (Frigillano, Ciasico & Nulada, 2015). Tuttle (2005) describes them as lower-income students, and to some extent, middle-income students, who have some unmet financial burdens and need to work while studying. Working while studying could have positive effects on one thing and negative on another, and that it would affect different kinds of students differently (Lederman, 2009).

Studies have proven that students who work while studying have various effects into their academic performance positively and foster student achievement and success (Watanabe, 2005; Pike in Lederman, 2009; Frigillano, Ciasico & Nulada, 2015), determined the effects of college student employment on academic achievement. Findings revealed that college student employment did not affect academic achievement., on leadership skills, psychological well-being Pascarella and Padgett (in Lederman 2009), on self –esteem (Frigillano, Ciasico & Nulada, 2015), on feeling of self –achievement and self-satisfaction (Kavaran,2013), abilities on balancing time to study and work (Ali,2010) abilities of hard work and determination in people ( Kavaran, 2013 ), (Orszag et. al, 2001), to improve their lives in the future and caring environment between students and teachers. (Jaavall,2007). Another study revealed a positive experience to working students and prepares them into market world. Kwadzo (2014) also indicated the benefits gained by said students from the responsibilities that resulted from their dual role as both students and employees in many

Introduction

Body linking theories

Body using positive findings of study

ways. Interestingly, these students effectively employed different coping mechanisms including finding social support and participating in leisure and no leisure activities to off-set the negative effects of studying and working concurrently.

However, there are also studies which prove there are negative effects in working while studying as proven from the studies of the following researchers. Orszag, et al., 2001) as cited by Lundberg (2004) revealed that there are negative effects in working while studying because hours spent at work take time away from studying - which may lead to lower grades and less attractive post-college opportunities. Working may contribute to students dropping out or taking a longer time to graduate. Furrand Elling (2000) proved that students working between 30-39 hours per week and those working 40+ hours per week felt that their employment had a negative effect on their academic achievement. Neyt, Omev, Verhaest & Baert (2017) literature review findings found that that student employment seems to have a more adverse effect on educational choices and behaviour (study engagement and the decision to continue studying) than on educational performance (in particular, graduation). Kwadzo (2014) study revealed that students suffered from emotional and physical stress which resulted in tiredness, lack of sleep, role conflict, homesickness and frustration.

Literature reviews and studies used in this phenomenological study serve as guide in making the framework and findings of the study.

Body stating  
negative  
effects on  
findings of  
study

Conclusion

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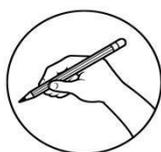
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## Assessment

*Dear students, how are you? Are you happy of your learning about Writing Review of Related Literature? Now that you are about to end this lesson, thank you for your cooperation. But before we say good luck for another venture in research writing, you have to answer the posttest first. Take your time.*

Directions: Read the question in each item and write the letter of your answer in your answer sheet. If you think you are in doubt of your answer, go back to the lesson/s in this module so you can answer correctly.

1. What kind of source if the material is obtained and published here in our country?  
A. Local  
B. Philippines  
C. International  
D. Foreign land
2. Online sources in research writing becomes the trend of our today's generation because  
A. it is local.  
B. it is easy to access.  
C. it is International.  
D. it is proper to do it.
3. Which of the Abstract study or reference below you are likely to use in your review of related literature?  
A. With author/s  
B. With no authors  
C. With year of publication  
D. With author/s, year, and publication
4. What type of review of literature and study organization this line below belongs?  

Teenage pregnancy is a problem long before 1980 (Aljas, 1990) until in 1990 (Arawe, 1995) and getting worse in 2000 (Puray , 2020).

  
A. By authors  
B. By publication  
C. By method  
D. By chronological

5. In making link of a study, the beginning statement in the box indicates what type of statement?

This study contradicts or challenges the social cognitive theory (Pajares and Urdan, 2006) indicating that self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment.

- A. Agreement  
B. Neutral stand  
C. Disagreement  
D. Both agreement and disagreement

6. Upon reading the excerpt of literature below, which of the following you are going to do to change the review of related literature into by publication approach?

*Van Voorhis (2001) and Simon (2001) found that regardless of students' background or prior school achievement, involving parents in various ways had a positive impact on achievement, attendance, behavior, and course credits completed. Significantly, parental guidance and support of their adolescent students is critical to secondary students' school and future success (Sanders & Epstein, 2000) as cited by Aparejo (2012).*

- A. Authors be in alphabetical order  
B. Years be in hierarchical order  
C. Themes be in specific order  
D. Topics be in special order

7. What is missing in this excerpt of literature review if the author insists, he is citing his source using long- direct quotation?

Aparejo (2020) concluded that most of SHS students at risk with learning disabilities have mild dyslexia, mild dyscalculia and mild dysgraphia. These students have suffered low general self-efficacy, low and lack of social self-efficacy and all of them have lack of self-esteem.

- A. Use quotation marks  
B. Use of period  
C. Use parenthetical marks  
D. Use of author

8. What idea is not included in the content of review of literature and studies?

- A. Introduction  
B. Publication  
C. conclusion  
D. body

9. It is a style of citation in which the researcher rewrites the original text in his own words which sometimes becomes longer than the original text.

- A. paraphrase  
B. summary  
C. direct quotation  
D. long direct quotation

10. If you are to expose the confidential data from your respondents to your co-teachers without asking permission from the respondents, are you violating the

- A. Ethical standard  
B. Unethical standard  
C. Plagiarism act  
D. Copyright act

11. It is a pattern of citation where all the authors, links and year of publications are being listed.

- A. Website  
B. Books  
C. References  
D. Reference materials

12. What type of citation is presented below?

*Aparejo, Calipusan & Brandino (2018) emphasized that web applications used in their study comprises of online enrolment, electronic forms, sectioning and many more applications.*

- A. Integral citation  
B. Non –integral citation  
C. References  
D. Bibliography

13. What type of citation is presented below?  
*Aparejo, Calipusan & Brandino (2018) concluded that web applications is considered an important innovation to improve the data management of SHS in GCCNHS.*
- A. Integral citation  
 B. Non –integral citation  
 C. References  
 D. Bibliography
14. When you write a research paper, your goal is to
- A. Inform your reader.  
 B. Save your reader time.  
 C. Motivate your reader to learn more about the subject.  
 D. Persuade your reader.
15. Whether you use MLA or APA style, your documentation should appear
- A. Parenthetical citations give a shortened version of the full reference.  
 B. Both are needed for full and proper documentation  
 C. Footnotes and endnotes are used for additional material only  
 D. Both documentation styles use parenthetical citations

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**Answer Key**

<p><b>Pretest</b></p> <p>1.d 9.a 2.d 10.b 3.b 11.a 4.c 12.c 5.b 13.b 6.b 14.d 7.a 15.b 8.b</p>	<p><b>Post test</b></p> <p>1.a 9.b 2.c 10.a 3.d 11.c 4.c 12.a 5.a 13.b 6.b 14.a 7.a 15.d 8.b</p>	<p><b>Secondary Source</b></p> <p>magazine biographies encyclopedia almanac journals handbook dictionaries newspaper periodicals</p>	<p><b>Primary Source</b></p> <p>Speeches Letters Diaries Autobiographies Interviews Official report Court record Artifacts Drawings Photograph</p>	<p><b>What's More</b></p> <p>Answer may vary depending on the titles of the study.</p>
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**What's New Activity**

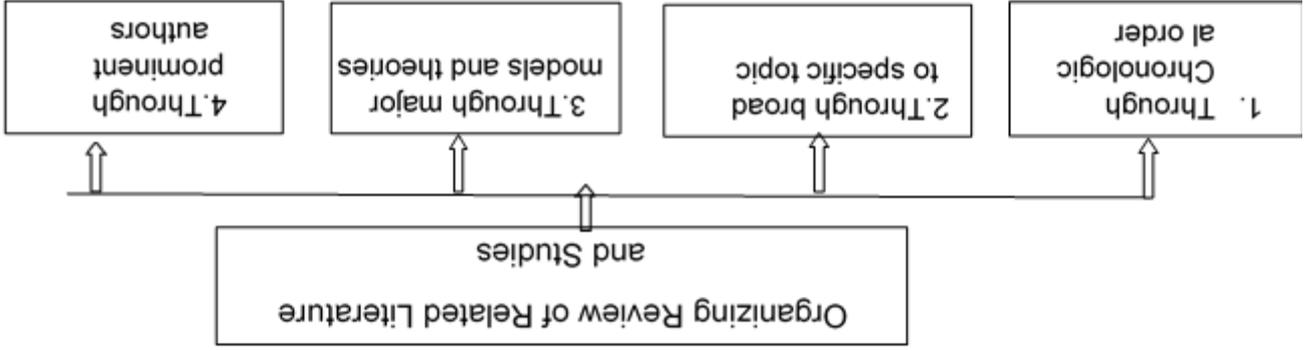
- 1.1 Primary sources which includes the following: artifacts, autobiographies, court records, diaries, Emails, speeches, letters interviews, letters, official reports, drawings, maps, photographs, speeches
- 1.2 Biographies, critical studies of an author's work, dictionaries, journal articles, handbooks, magazines, newspapers, reports, textbooks
- 2.1 Foreign if the inquiry was conducted in the Philippines  
Local, if they are conducted in foreign lands.
- 3.6 In your desktop, laptop, or high-tech cellphone, click open the Google Chrome. A window will pop up showing google chrome search engine.
- 3.7 Type on this space the title of your study or the key words of your research title.
- 3.8 Then be sure to click the websites that are scientifically and scholarly reliable (google scholar, eric.gov.ed, etc.)
- 3.9 Choose the website that reflects author's name and year of publication.
- 3.10 Upon clicking, you will be brought to another window where you can personally access the website and the research study itself.

**What I Have Learned**

Answer may vary depending on the primary and secondary sources found in their school

**What I Can Do**

**What's New**



**Authors in agreement** Aparajo (2019) Baldeovar (2019) Gaston (2019) Balan (2018) Aparejo (2018)

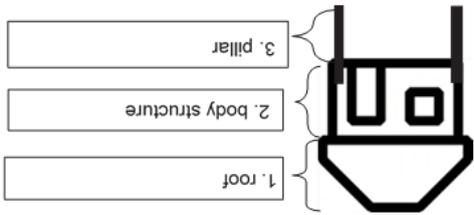
**Authors in disagreement** 1. similarly 2. However 3. However 4. through major models or theories 5. through prominent authors 6. through contrasting school of thought 7. through methodological approach

**What I Have Learned** Answer Key may vary

**What's new** Through thematic concept or by topic 1. through chronological order 2. through broad to specific topic 3. through thematic concept or by topic 4. through major models or theories 5. through prominent authors 6. through contrasting school of thought 7. through methodological approach

**What's More**

**What I Have Learned**



Instructions: Look at the sketch of a house. Enumerate its three important parts.

**What's New**

- 1.
- 2.
- 3.
- 4.
- 5.

**What's New**

**What Can I Do More**

1. True

2. True

3. True

4. True

5. True

**What I Have Learned**

Answer may vary

**What's More**  
**Answer the following questions.**

1. Is the review complete? No

5. Is there an introduction? Yes

6. Is there a body? Yes

7. Is there a conclusion? No

**What I Have Learned**

Answer may vary

**What I Can Do**

Answer may vary

**For inquiries or feedback, please write or call:**

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