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CRAFTING EFFECTIVE RESEARCH PAPERS:
A STEP-BY-STEP APPROACH

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Authors

DEDICATION

To our family, who have always supported and encouraged us throughout our academic journey. Your unwavering love and belief in us have been a constant source of inspiration.

To our mentors and teachers, who have guided and shaped us into the researchers that we are today. Your wisdom and guidance have been invaluable.

And to all aspiring researchers, may this book serve as a valuable resource on your path to academic success.

Dr. Eugene E.Toring
Dr. Kimberly N. Toring
Dr. Nonita P. Legaspi
Authors

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INTRODUCTION

Welcome to the World of Research!

Research is the cornerstone of academic and professional endeavors. It is a systematic inquiry into the unknown, seeking to discover new knowledge, test existing theories, and solve real-world problems. This book provides a comprehensive introduction to research, equipping readers with the essential tools and knowledge to conduct effective and ethical research.

The book is organized according to the IMRAD format, which stands for Introduction, Methods, Results, Analysis, and Discussion. This structure provides a clear and logical framework for presenting research findings.

In the first part of the book, we explore the foundations of research. We define research, discuss different types of research, and delve into the ethical principles that guide research practices. Understanding these foundational concepts is essential for conducting responsible and meaningful research.

The second part of the book focuses on research design and methodology. We discuss how to formulate research questions and hypotheses, conduct literature reviews, and select appropriate sampling and data collection methods. We also explore both quantitative and qualitative research methods, providing practical guidance on their use.

The third part of the book covers the process of writing and presenting research. We discuss the IMRAD format for writing research reports, provide tips on writing style and clarity, and offer guidance on effective oral presentations and the like.

Finally, the book includes two case studies to illustrate the application of research principles in real-world contexts. These case studies demonstrate how to conduct research from start to finish, providing practical examples and insights.

By the end of this book, readers will have a solid understanding of the research process, the ability to conduct their research, and the skills to effectively communicate their findings. This book is a valuable resource for students, researchers, and professionals who seek to enhance their research capabilities.

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CHAPTER 1

THE NATURE OF RESEARCH

Definition of Research

Research is a systematic inquiry that involves collecting, analyzing, and interpreting data to discover new knowledge, validate existing theories, or solve practical problems. It is a disciplined process that follows established methodologies and ethical guidelines.

Key characteristics of research include

- **Systematic.** The research follows a structured approach with defined steps and procedures.
- **Empirical.** Research is based on observation and evidence, rather than personal beliefs or opinions.
- **Critical.** Research involves careful analysis and evaluation of data to draw valid conclusions.
- **Creative:** Research often requires creativity and innovation to develop new ideas and approaches.

The Value of Research to Mankind

Research is a cornerstone of human progress, driving innovation, addressing societal challenges, and expanding our understanding of the world. It plays a pivotal role in shaping our lives, from the technologies we use to the medical treatments we receive.

Here are some key values of research:

1. Advancement of Knowledge

- **Expanding understanding.** Research helps us explore new frontiers, uncover hidden truths, and deepen our comprehension of the universe and our place within it.
- **Scientific discoveries.** Breakthroughs in various fields, such as physics, biology, and chemistry, have led to revolutionary advancements and improved quality of life.

2. Problem-Solving and Innovation

- **Addressing societal challenges.** Research provides solutions to pressing global issues, such as climate change, poverty, and disease.
- **Technological development.** Innovations driven by research have transformed industries, created new jobs, and improved efficiency.

3. Economic Growth and Development

- **Economic prosperity.** Research and development (R&D) are essential for economic growth, fostering innovation and competitiveness.
- **Job creation.** Research-intensive industries often create high-quality jobs and stimulate economic activity.

4. Improved Quality of Life

- **Health and well-being.** Medical research has led to the development of life-saving treatments, vaccines, and diagnostic tools, improving health outcomes and longevity.
- **Education and societal progress.** Research contributes to the development of educational materials, teaching methods, and policies, fostering human development and social progress.

5. Cultural and Intellectual Enrichment

- **Humanity's understanding.** Research explores the arts, humanities, and social sciences, enriching our understanding of human culture, history, and behavior.
- **Intellectual stimulation.** Research stimulates critical thinking, curiosity, and a lifelong love of learning.

Barriers and Challenges in Conducting Research

Research, while a vital endeavor, often faces various obstacles that can hinder its progress. These barriers can arise from a multitude of factors, including:

1. Funding Constraints

- **Limited resources.** Insufficient funding can restrict the scope of research projects, limit access to equipment and materials, and delay progress.
- **Competitive funding landscape.** Securing funding can be highly competitive, particularly for large-scale or interdisciplinary projects.

2. Ethical Considerations

- **Informed consent.** Obtaining informed consent from participants can be challenging, especially in vulnerable populations or when dealing with sensitive topics.
- **Data privacy.** Ensuring the confidentiality and security of research data is crucial, but it can be difficult to maintain in the digital age.

3. Time Constraints

- **Deadlines.** Researchers often face tight deadlines, which can limit the depth and breadth of their investigations.
- **Unexpected delays.** Unforeseen circumstances, such as equipment failures or changes in research protocols, can disrupt timelines and increase the overall duration of a project.

4. Access to Data and Resources

- **Data scarcity.** Limited availability of relevant data can hinder research progress, especially in emerging fields or understudied areas.
- **Data quality.** Ensuring the accuracy and reliability of data is essential, but it can be challenging to assess the quality of data from different sources.

5. Lack of Expertise

- **Specialized knowledge.** Conducting research in certain fields may require specialized knowledge or skills that are not readily available within a research team.
- **Interdisciplinary collaboration.** Collaborating with researchers from different disciplines can be beneficial but can also present challenges due to differences in methodologies and terminology.

6. Institutional Barriers

- **Bureaucracy.** Institutional red tape can slow down research processes, particularly when it comes to obtaining approvals, accessing resources, and disseminating findings.
- **Lack of support.** Insufficient support from institutional leadership can hinder research efforts, making it difficult to attract funding and maintain a positive research environment.

7. Peer Review and Publication Challenges

- **Rejection.** Research papers may be rejected by peer-reviewed journals due to a variety of reasons, such as methodological flaws, insufficient novelty, or lack of clarity.
- **Publication bias.** The tendency for journals to publish positive results over negative or inconclusive findings can distort the scientific literature.

Practical Tips for New Researchers

Starting a research career can be both exciting and daunting. Here are some practical tips to help new researchers navigate the challenges and maximize their potential:

1. Find a Mentor

- **Guidance and support.** A mentor can provide valuable guidance, support, and advice throughout your research journey.
- **Networking opportunities.** Mentors can connect you with other researchers in your field, expanding your professional network.

2. Develop Strong Research Skills

- **Critical thinking.** Learn to analyze information critically and evaluate the validity of arguments.
- **Effective communication.** Develop strong written and oral communication skills to effectively convey your research findings.
- **Data analysis.** Master data analysis techniques to extract meaningful insights from your research data.

3. Stay Organized

- **Time management.** Efficiently manage your time to balance research tasks, deadlines, and personal commitments.
- **Note-taking.** Keep detailed notes and maintain a well-organized research journal.

4. Network with Other Researchers

- **Collaborate.** Collaborating with other researchers can lead to new ideas, shared resources, and increased visibility.
- **Attend conferences.** Participate in conferences and workshops to connect with other researchers in your field.

5. Be Persistent

- **Overcome challenges.** Research can be challenging, but perseverance is key to overcoming obstacles and achieving your goals.
- **Seek feedback.** Be open to feedback from mentors, colleagues, and reviewers, and use it to improve your research.

6. Publish Your Research

- **Share findings.** Publishing your research in peer-reviewed journals is a crucial step in establishing your reputation as a researcher.
- **Follow guidelines.** Adhere to the guidelines of the journal you are targeting to increase your chances of publication.

7. Stay Updated

- **Read literature.** Stay up-to-date with the latest developments in your field by regularly reading research articles and attending conferences.
- **Learn new techniques.** Continuously learn new research methods and techniques to enhance your skills.

LEARNING TASKS

Complete the table below:

My personal bias on research as a discipline	My new outlook on research after the lessons	Things that I wanted to learn more about in research

The Researchers and the Ethics of Research

Researchers are expected to adhere to a high ethical standard in their work. This involves following specific guidelines and principles to ensure the integrity and validity of their research, protect the rights of participants, and maintain public trust.

Key Ethical Principles

1. **Informed Consent.** Researchers must obtain informed consent from participants before involving them in a study. This involves providing detailed information about the study, including its purpose, procedures, risks, and benefits, and ensuring that participants understand the information and voluntarily agree to participate. (American Psychological Association, 2017).
2. **Respect for Persons.** Researchers must treat participants with respect and dignity, and protect their autonomy and well-being. This includes respecting their privacy, confidentiality, and right to withdraw from the study at any time. (American Psychological Association, 2017).
3. **Beneficence.** Researchers must strive to maximize the benefits of their research and minimize the risks. This involves weighing the potential benefits against the potential harms and taking steps to protect participants from harm. (American Psychological Association, 2017)
4. **Justice.** Researchers must ensure that the benefits and burdens of their research are distributed fairly among participants. This involves avoiding the exploitation of vulnerable populations and ensuring that all participants have equal access to the benefits of the research. (American Psychological Association, 2017)

Ethical Considerations

1. **Research misconduct.** Researchers must avoid research misconduct, which includes fabrication, falsification, and plagiarism. (Office of Research Integrity, 2019).
2. **Conflict of interest.** Researchers must disclose any potential conflicts of interest that could influence their research. (American Psychological Association, 2017).
3. **Animal welfare.** Researchers who conduct research involving animals must adhere to ethical guidelines for animal care and use. (National Institutes of Health, 2020).

COPE Publication Ethics

The Committee on Publication Ethics (COPE) is an international organization that provides guidelines for researchers to ensure ethical conduct in publication. While they don't have specific "Guidelines for Researchers," they offer a comprehensive set of principles and best practices that researchers should adhere to.

Key COPE Principles for Researchers

1. **Transparency and Honesty.** Researchers should be transparent about their research methods, data analysis, and findings. They should avoid plagiarism, fabrication, and falsification of data.
2. **Originality.** Researchers should ensure that their work is original and has not been previously published or submitted for publication elsewhere.
3. **Authorship.** Authorship should be based on substantial contributions to the research. All authors should agree to the content of the manuscript and be accountable for its accuracy.
4. **Conflicts of Interest.** Researchers should disclose any potential conflicts of interest that might influence their research or publication.
5. **Data Management.** Researchers should maintain and share their data according to ethical and legal requirements.
6. **Peer Review.** Researchers should participate in the peer review process honestly and constructively.
7. **Publication Ethics.** Researchers should adhere to the ethical guidelines of the journals they submit their works.

Example:

"In this study, we conducted interviews with individuals who had experienced homelessness. To protect the privacy and confidentiality of our participants, we used pseudonyms and avoided disclosing any identifying information. Additionally, we obtained informed consent from all participants before conducting the interviews, ensuring they understood the purpose of the study, the potential risks and benefits, and their right to withdraw at any time. We also took steps to minimize the potential for harm to participants by creating a safe and supportive environment

for the interviews. By adhering to these ethical principles, we aimed to ensure the integrity of our research and protect the well-being of our participants."

CHAPTER II

DEFINITION AND TYPES OF RESEARCH

You're right! Research is a systematic process of inquiry that involves collecting, analyzing, and interpreting data to discover new knowledge, validate existing theories, or solve practical problems. Here's a breakdown of the three main types of research:

1. **Quantitative Research.** Quantitative research focuses on collecting and analyzing numerical data. It uses statistical methods to measure and quantify variables, allowing researchers to conclude relationships between different variables.

   Example. A study investigating the relationship between hours of sleep and academic performance might collect data on the number of hours students sleep per night and their grades on exams.

2. **Qualitative Research**

   Qualitative research involves collecting and analyzing non-numerical data, such as text, images, or observations. It aims to understand the meanings and interpretations that people attach to their experiences and behaviors.

   Example: A study exploring the experiences of immigrants in a new country might conduct in-depth interviews with immigrants to understand their challenges, successes, and cultural adaptations.

3. **Mixed Methods Research**

   Mixed methods research combines both quantitative and qualitative approaches to gain a more comprehensive understanding of a research topic. It allows researchers to triangulate findings from different data sources and address the strengths and limitations of each approach.

   Example: A study investigating the effectiveness of a new teaching method might collect both quantitative data (e.g., student test scores) and qualitative data (e.g., student interviews) to assess the impact of the intervention.

Let us Explore Further

Quantitative Research

Quantitative research measures data to identify patterns, relationships, and trends. It involves collecting numerical data, such as statistics, measurements, or survey responses. Common quantitative research methods include experiments, surveys, questionnaires, and statistical analysis.

Key Characteristics of Quantitative Research

- **Objective.** Seeks to establish cause-and-effect relationships and generalize findings.
- **Structured.** Follows a predetermined research design with clear variables and measurement tools.
- **Deductive.** Begins with a hypothesis and tests it using empirical data.
- **Generalizable.** Aims to draw conclusions that can be applied to a broader population.

Here are some of the most common types of quantitative research methods

1. Descriptive Research

It is a type of quantitative research that aims to describe and summarize the characteristics of a population or phenomenon. It is often used to answer questions about "what is," "how much," and "where."

Key characteristics of descriptive research

- **Observational.** Researchers do not manipulate any variables but only observe and measure them.
- **Quantitative.** Primarily uses quantitative data for statistical analysis.
- **Descriptive.** Focuses on describing the characteristics of the population or phenomenon being studied.
- **Exploratory.** This can identify trends, patterns, and relationships that may require further investigation.

Common methods used in descriptive research

- **Surveys.** Collecting data through questionnaires or interviews.
- **Observation.** Observing and recording behaviors or events.
- **Case studies.** In-depth analysis of specific individuals, groups, or events.
- **Document analysis.** Examining existing documents or records.

Examples of descriptive research

- Determining the average income of a community
- Measuring the prevalence of a disease
- Describing the characteristics of a particular group

Descriptive research is often a preliminary step in a larger research project. It can help researchers identify key variables, develop hypotheses, and better understand the research topic before conducting more in-depth studies.

2. Correlational Research

Correlational research is a type of quantitative research that investigates the relationship between two or more variables without manipulating any of them. It is often used to identify patterns, trends, and associations between variables, but it cannot establish cause-and-effect relationships.

Key characteristics of correlational research

- **Non-experimental.** Researchers do not manipulate any variables but simply measure and observe them.
- **Observational.** Relies on observing existing data or collecting new data through surveys, questionnaires, or other observational methods.
- **Statistical analysis.** Uses statistical techniques to calculate the strength and direction of the relationship between variables. \
- **Predictive.** Can be used to predict the value of one variable based on the value of another.

Examples of correlational research

1. Investigating the relationship between education level and income.
2. Studying the correlation between exercise and mental health
3. Examining the association between air pollution and respiratory problems

Correlation does not imply causation

It is important to remember that a correlation between two variables does not necessarily mean that one causes the other. There may be other factors influencing the relationship, or the relationship may be coincidental.

3. Causal-Comparative Research

Causal-comparative research

Is a type of quantitative research that investigates the cause-and-effect relationship between variables after the fact. It is often used when it is impossible to experiment to manipulate the independent variable.

Key characteristics of causal-comparative research

- **Retrospective.** Researchers examine existing differences between groups to determine potential causes.
- **Non-experimental.** The independent variable cannot be manipulated by the researcher.
- **Matching or statistical control.** Researchers attempt to control for confounding variables by matching groups or using statistical techniques.

- **Causality.** While causal-comparative research cannot definitively establish causality, it can provide evidence to support causal claims.

Example

A researcher wants to investigate the impact of attending after-school tutoring programs on student academic performance. They could compare the grades of students who participated in tutoring programs to those who did not, controlling for other factors such as socioeconomic status and prior academic achievement.

4. Experimental Research

Experimental research is a type of quantitative research that involves manipulating one or more variables (independent variables) to observe their effect on another variable (dependent variable). This controlled approach allows researchers to establish cause-and-effect relationships, making it a powerful tool for scientific inquiry.

Key characteristics of experimental research

- **Manipulation.** Researchers actively manipulate the independent variable to observe its impact on the dependent variable.
- **Control.** Researchers control for extraneous variables that could influence the results, ensuring that any observed changes are due to the manipulation of the independent variable.
- **Randomization.** Participants are randomly assigned to experimental groups to minimize bias and ensure that groups are comparable at the beginning of the study.
- **Comparison.** Experimental research involves comparing the outcomes of an experimental group exposed to a treatment or intervention with a control group that is not exposed to the treatment.

Types of Experimental Research Designs

- **True experiment.** Involves a control group, random assignment of participants, and manipulation of the independent variable.
- **Quasi-experiment.** Similar to a true experiment but lacks random assignment, often due to practical constraints.
- **Single-subject design.** Involves studying a single individual or a small group of individuals over time.

Examples of experimental research

- **Testing the effectiveness of a new drug.** Researchers randomly assign participants to a treatment group receiving the drug and a control group receiving a placebo.
- **Evaluating the impact of a new teaching method.** Teachers are randomly assigned to use either the new method or a traditional method, and student outcomes are compared.

- **Examining the effects of a marketing campaign on consumer behavior.** Participants are randomly assigned to receive different levels of exposure to the campaign, and their purchasing behavior is measured.

Choosing the appropriate quantitative research method depends on the research question, the nature of the data, and the desired level of control and rigor.

Formulating a quantitative research title: practical tips

A well-crafted title is crucial for capturing the essence of your quantitative research and attracting potential readers. Here are some practical tips to help you formulate an effective title:

1. Be Clear and Concise

- Avoid jargon or overly complex language.
- Use simple, straightforward language that is easily understandable to a broad audience.

2. Reflect on the Research Question

- Ensure the title accurately reflects the main research question or hypothesis.
- Include key variables or concepts that are central to your study.

3. Be Specific

- Avoid overly broad or general titles that don't provide enough information.
- Be specific about the population, intervention, and outcomes of your study.

4. Use Keywords

- Incorporate relevant keywords that potential readers may use when searching for research on your topic.
- This will help your research paper appear in search engine results.

5. Avoid Abbreviations and Acronyms

- Unless the abbreviations or acronyms are widely known and understood, avoid using them in your title.

6. Keep it Short

- Aim for a title that is concise and to the point. A good title is typically 10-12 words long.

7. Use a Descriptive Format

- Consider using a descriptive format that includes the independent and dependent variables, as well as the study design.
- Example: "The Effect of [Independent Variable] on [Dependent Variable] in [Population]"

8. Get Feedback

- Ask colleagues mentors or experts for their input on your title. They can provide valuable feedback and suggestions for improvement.

9. Be Consistent

- Ensure that your title is consistent with the rest of your research paper, including the abstract, introduction, and conclusions.

Example

- **Research Question:** Does increased access to technology improve academic performance among high school students?
- **Possible Title:** "The Impact of Technology on Academic Achievement in High School Students"

Examples of Quantitative Research

1. Descriptive Format

Template: The Effect of [Independent Variable] on [Dependent Variable] in [Population]

Examples:

- The Impact of Social Media Use on Academic Performance in College Students
- The Relationship Between Exercise and Mental Health Outcomes in Adults
- The Effects of Teacher Professional Development on Student Achievement in Elementary Schools

Comparative Format:

Template: [Group A] vs. [Group B]: A Comparison of [Variable]

Examples:

- Online Learning vs. Traditional Classroom Instruction: A Comparison of Student Outcomes

- Gender Differences in Math Achievement: A Meta-Analysis
- The Effectiveness of Drug X vs. Drug Y in Treating Depression

Correlational Format:

Template: The Relationship Between [Variable 1] and [Variable 2]

Examples:

- The Correlation Between Income and Happiness
- The Relationship Between Sleep Quality and Academic Performance
- The Association Between Diet and Chronic Diseases

Experimental Format:

Template: The Effect of [Experimental Group] vs. [Control Group] on [Outcome]

Examples:

- The Impact of a New Teaching Method on Student Engagement
- The Effectiveness of a New Treatment for Anxiety
- The Influence of Mindfulness Meditation on Stress Levels

LEARNING TASKS

From your knowledge above, write a title/gap of your choice using the above template for writing a research paper:

1. Descriptive Title

The Effect of [Independent Variable] on [Dependent Variable] in [Population].

Title:_____

_____

_____.

2. Comparative Title

[Group A] vs. [Group B] : A Comparison of [Variable].

Title:_____

_____

_____.

3. Correlational Title

The Relationship Between [Variable 1] and [Variable 2].

Title:_____

_____

_____.

4. Experimental Title

The Effect of [Experimental Group] vs. [Control Group] on [Outcome].

Title:_____

_____

_____.

Qualitative Research

Qualitative research focuses on understanding meanings, interpretations, and experiences through in-depth exploration. It involves collecting non-numerical data, such as interviews, observations, and documents. Common qualitative research methods include interviews, focus groups, case studies, and content analysis.

Key Characteristics of Qualitative Research

- **Subjective.** Relies on the researcher's interpretation and understanding of the data.
- **Exploratory.** Aims to discover new insights and perspectives.
- **Inductive:** Begins with data and develops theories or explanations from it.
- **Contextual:** Emphasizes the importance of context and understanding the meaning of data within a specific setting.

Main Methods of Qualitative Research

Qualitative research methods are designed to explore, understand, and interpret human experiences, behaviors, and perspectives. They involve collecting and analyzing non-numerical data, such as interviews, observations, and documents.

Qualitative research encompasses a diverse range of methods and approaches, but they can generally be categorized under five main umbrellas:

1. Phenomenology

Phenomenology seeks to understand the subjective experiences and perceptions of individuals. It aims to uncover the meaning that people attribute to their lived experiences.

Key characteristics

- Focuses on individual experiences and interpretations.
- Employs in-depth interviews and reflective techniques.\
- Seeks to understand the "lived experience" of participants.

Example: A study exploring the experiences of students with disabilities in higher education.

2. Ethnography

Ethnography involves immersing oneself in a particular culture or social group to understand its beliefs, values, and behaviors. It is often used to study communities, organizations, or subcultures.

Key characteristics

- Involves fieldwork and participant observation.
- Focuses on understanding the culture and practices of a group.
- Uses thick descriptions to capture the nuances of the cultural context.

Example: A study examining the cultural practices and beliefs of an indigenous community.

3. Grounded Theory

Grounded theory is a systematic approach to developing theories from data. It involves iterative processes of data collection, analysis, and theory development.

Key characteristics

- Inductive approach, where theories emerge from the data.

- Iterative process of data collection and analysis.
- Use of coding and categorization techniques.

Example: A study exploring the factors that influence students' decision to pursue higher education.

4. Case Study

Case studies are in-depth investigations of specific individuals, groups, or organizations. They provide a detailed and holistic understanding of complex phenomena within their real-world context.

Key characteristics of case studies

- **Holistic.** Examines multiple aspects of a phenomenon.
- **Contextual.** Considers the broader context in which the phenomenon occurs.
- **In-depth.** Provides a detailed and nuanced understanding.

Example: A case study of a successful school reform initiative in a rural community.

5. Narrative Inquiry

Narrative inquiry focuses on understanding individuals' experiences and stories through their narratives. It emphasizes the importance of language and storytelling in constructing meaning.

Key characteristics of narrative inquiry

- **Storytelling.** Relies on participants' narratives to understand their experiences.
- **Subjective.** Recognizes the subjective nature of human experience.
- **Interpretive.** Analyzes narratives to uncover underlying themes and meanings.

Example: A narrative inquiry exploring the experiences of students with disabilities in higher education.

These five umbrellas provide a framework for understanding the diverse range of qualitative research methods. The choice of approach depends on the research question, the nature of the data, and the desired level of depth and breadth in the analysis.

Common Qualitative Research Methods

1. **In-depth Interviews**

    - **Purpose.** To gather detailed information about individuals' experiences, beliefs, and perspectives.

- **Method.** Conducting one-on-one interviews with participants using open-ended questions.
- **Example.** Interviewing students about their experiences with online learning.

2. **Focus Groups**

- **Purpose.** To collect data from a group of participants through facilitated discussion.
- **Method.** Conducting group interviews with a small number of participants.
- **Example.** Conducting a focus group with parents to discuss their concerns about school safety.

3. **Observation**

- **Purpose.** To observe and record behaviors and interactions in a natural setting.
- **Method.** Observing participants without direct intervention.
- **Example.** Observing student behavior in a classroom to understand their engagement and interaction.

4. **Document Analysis**

- **Purpose.** To examine existing documents, such as texts, images, or artifacts.
- **Method:** Analyzing documents to identify themes, patterns, and meanings.
- **Example:** Analyzing historical documents to understand the development of education in a particular region.

LEARNING TASKS

Now it's your turn. Through your knowledge of the lessons that have been presented, make and submit a title of your desired paper. Use the template below.

1. Phenomenology

- **Understanding the Lived Experiences of [Group] Regarding [Topic]**

  Title:_____

  _____

  _____.

- **The Phenomenon of [Topic]: Exploring the Perspectives of [Group]**

Title:_____

_____

_____.

2. Grounded Theory (This method may take time to conduct and finish).

- **Developing a Theory of [Topic] Based on the Experiences of [Group]**

  Title:_____

  _____

  _____.

- **Unveiling the Factors Influencing [Phenomenon]: A Grounded Theory Study**

  Title:_____

  _____

  _____.

3. Case Study

- **A Case Study of [Individual, Group, or Organization] and [Topic]**

  Title:_____

  _____

  _____.

- **Exploring [Topic] Through the Lens of [Case]**

  Title:_____

  _____

  _____.

4. Narrative Inquiry

- **Stories of [Group]: A Narrative Inquiry**

Title:_____

_____

_____.

- **Unraveling the Narratives of [Topic]**

  Title:_____

  _____

  _____.

5. Ethnography (This method may take time to conduct and finish).

- **An Ethnographic Study of [Community or Culture]**

  Title:_____

  _____

  _____.

- **Understanding the Culture of [Group] Through Ethnographic Research**
- Title:_____

  _____

  _____.

Mixed Methods Research

Mixed methods research combines both quantitative and qualitative research methods to provide a more comprehensive understanding of a research problem. It allows researchers to leverage the strengths of both approaches and address the limitations of each.

Key Characteristics of Mixed Methods Research

- **Complementary.** Uses both quantitative and qualitative data to provide a more complete picture.
- **Triangulation.** Can be used to triangulate findings and enhance the credibility of the research.
- **Explanation:** This can be used to explain quantitative findings or provide context for qualitative data.

Mixed methods research is a research approach that combines both quantitative and qualitative methods to provide a more comprehensive and holistic understanding of a research problem. By integrating data from different sources and perspectives, researchers can gain valuable insights that would be difficult to achieve using either approach alone.

Common Mixed Methods Approaches

1. **Convergent Parallel Design**

    - **Description.** Quantitative and qualitative data are collected and analyzed concurrently.
    - **Example.** A study investigating the effectiveness of a new teaching method might collect quantitative data on student test scores and qualitative data through interviews with students and teachers.

2. **Explanatory Sequential Design**

    - **Description.** Quantitative data is collected and analyzed first, followed by qualitative data to explain or elaborate on the quantitative findings.
    - **Example.** A study might first conduct a survey to identify patterns in student engagement and then conduct in-depth interviews to understand the underlying reasons for these patterns.

3. **Exploratory Sequential Design**

    - **Description.** Qualitative data is collected and analyzed first, followed by quantitative data to test the findings from the qualitative research.
    - **Example.** A study might conduct focus groups to explore the needs and preferences of a particular population and then conduct a survey to gather quantitative data on these needs.

4. **Embedded Design**

    - **Description.** Qualitative or quantitative data is collected and analyzed within a larger quantitative or qualitative study.
    - **Example:** A quantitative survey might include a few open-ended questions to gather qualitative data on participants' experiences.

Moreover, Mixed methods research offers researchers a powerful tool for addressing complex research problems and gaining a deeper understanding of their study. By combining the strengths of both quantitative and qualitative approaches, researchers can provide more comprehensive and insightful findings.

LEARNING TASKS

1. Convergent Parallel Design

- **Investigating [Research Topic]: A Mixed Methods Study**

  Title:_____

  _____

  _____.

- **A Convergent Approach to Understanding [Research Topic]**

  Title:_____

  _____

  _____.

2. Explanatory Sequential Design

- **Explaining [Quantitative Finding]: A Mixed Methods Study**

  Title:_____

  _____

  _____.

- **From Patterns to Insights: A Mixed Methods Exploration of [Research Topic]**

  Title:_____

  _____

  _____.

3. Exploratory Sequential Design

- **Exploring [Research Topic]: A Mixed Methods Approach**

  Title:_____

  _____

  _____.

- **Unveiling the Complexity of [Research Topic]: A Mixed Methods Study**

  Title:_____

  _____

  _____.

4. Embedded Design

- **A Mixed Methods Study of [Research Topic]: Integrating [Qualitative/Quantitative] Data**

  Title:_____

  _____

  _____.

- **Exploring [Research Topic] Through [Qualitative/Quantitative] Lenses**

  Title:_____

  _____

  _____.

CHAPTER III

WRITING THE INTRODUCTION

Writing an Effective Introduction: Tips and Strategies

The introduction is the first impression your readers will have of your research paper. A well-written introduction should capture the reader's interest, provide a clear overview of the topic, and establish the significance of your research.

Key Components of a Strong Introduction

1. **Hook.** Start with a compelling statement, anecdote, or question to grab the reader's attention.
2. **Background Information.** Briefly provide context and background on the topic.
3. **Research Problem.** Clearly state the problem or research question that your study addresses.
4. **Significance.** Explain why the research is important and relevant.
5. **Research Objectives.** Outline the specific goals of your study.
6. **Overview of the Paper.** Briefly summarize the key points that will be covered in the paper.

Tips for Writing an Effective Introduction

- **Be concise.** Aim for a clear and concise introduction that is easy to read and understand.
- **Use strong language.** Choose powerful words and phrases that convey the importance of your research.
- **Avoid jargon or technical terms.** Use language that is accessible to a broad audience.
- **Make a clear connection between your research and the broader field.** Demonstrate how your study contributes to existing knowledge.
- **End with a strong thesis statement.** Clearly state the main argument or purpose of your research.

Sample Introduction

Introduction

(Adopted from Journal of Advanced Studies in Tourism, Hospitality, and Management)

Self–related perceptions have turned into an essential subject in education, given its impacts on students' behavior and academic performance. These self-related psychological perceptions include self–concept, self–esteem, and self–efficacy. Education in the Philippines represents the ever-changing facets of life. Augmenting the current educational system through the implementation of the K to 12 curriculums. An additional year for

primary education has been implemented, facing the reality that students' workload and financial problems caused the most stress (Essel & Owusu, 2017).

Learned beliefs, attitudes, and impressions of an individual towards oneself best illustrate the idea of self-concept. According to the study of Emmanuel (2014), he looked into the correlation among the motivation, self-concept, and academic performance of basic education students. Results showed that self-concept and academic performance were significantly correlated.

Furthermore, the study entitled "Self-Concept, Study Habit and Academic Performance of Students" by Chamundeswari (2014) showed a significant correlation among the students' self-concept, study habits, and academic performance. Self–esteem is the totality of a person's evaluation of his worth. Mruk (2010) stated the various ways of defining self-esteem: 1) as an attitude whether it is positive, negative, or behavioral reaction 2) based on discrepancy—on how the ideal self differs from the perceived self, 3) a person's response towards himself, 4) a personality.

In the study between self-esteem and secondary school student's academic performance by Bhagat (2017), respondents studying in government and private schools show a positive but not significant relationship between negative self-males and females with their academic performance. Self–efficacy is the perception to do an assigned task more effectively. It is a positive attitude toward the self that any task given could be accomplished through a person's capabilities.

In Bandura's Social Cognitive Theory of 1994, it was stated that four processes could be affected by self-efficacy: cognitive, motivational, affective, and selection processes. Self-efficacy significantly affects the cognitive processes of a person. The more that a person believes in himself, the more that the goal will be more comfortable for them to achieve while those who have low self-efficacy focus on the negative side, and it is more likely that they would experience difficulty and failure in achieving their goals. With self-efficacy, a person motivates himself through the goals they set for themselves and how they overcame the challenges while achieving those goals.

Balami (2015) studied the relationship between distance learner students' self-efficacy and academic performance; results showed that learners' self-efficacy has no significant relationship with their academic performance.

In this study, the researcher aims to contribute to Psychology and Education by finding the impact of self-concept, self–esteem, and self–efficacy on senior high school students' academic performance.

LEARNING TASKS

Do the task by filling out the table.

Hook Start with a compelling statement, anecdote, or question to grab the reader's attention.	
Background Information Briefly provide context and background on the topic (General and Specific background/landscape)	
Research Problem Clearly state the problem or research question that your study addresses.	
Significance Explain why the research is important and relevant (Include discussions on SDG alignment of the study)	
Research Objectives Outline the specific goals of your study	
Overview of the Paper / Rationale Briefly summarize the key points that will be covered in the paper	

Now, collate the above and form your introduction:

(Hook)_____
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(Background
Information)_____
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(Research
Problem)_____
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(Significance)_____
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(Research
Objectives)_____
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(Overview of the
Paper/rationale)_____
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CHAPTER IV

WRITING THE RESEARCH QUESTIONS

After you form your research title, then it's high time to learn the process of writing the research question. A research question is the central focus of a research study, guiding the entire investigation. It outlines the specific problem or issue that the research seeks to address and provides a clear direction for the study.

This shows the nature and scope of the problem should be presented with clarity It can be stated in declarative form. Two types of objectives may be stated:

a. General Objectives
b. Specific Objectives

Sample:

The study aims to assess the extent of the antibacterial activity of Allium sativum L. and its potential synergistic effects when used in combination with antibiotics. Additionally, the research seeks to identify optimal conditions for maximizing the antibacterial efficacy of Allium sativum L. and antibiotics in combination.

a. **General Objectives**: investigate the antibacterial properties of Allium sativum L. against the most emerging multidrug-resistant bacteria.

b. **Specific Objectives**: evaluate the minimum inhibitory concentrations (MIC) of Allium sativum L. extracts against multidrug-resistant bacterial strains, elucidating the synergistic interactions between Allium sativum L. and commonly used antibiotics and exploring the underlying molecular mechanisms of the observed synergy.

Value of the Research Question

- **Focus.** A well-crafted research question provides a clear focus for the study, ensuring that the research is directed towards a specific goal.
- **Direction.** The research question guides the selection of research methods, data collection techniques, and analysis procedures.
- **Significance.** A strong research question demonstrates the importance and relevance of the study, making it more likely to be accepted for publication or funding.
- **Clarity.** A clear and concise research question helps to ensure that the study is understandable and meaningful to others.

Characteristics of a Good Research Question

- **Clear and concise.** The question should be easily understood and avoid jargon or ambiguity.

- **Focused.** The question should be narrow enough to be answered within the scope of the study.
- **Researchable.** The question should be answerable using available or feasible research methods.
- **Significant.** The question should address a relevant and important issue in the field.
- **Feasible.** The question should be practical and achievable within the constraints of the study.

Developing Effective Research Questions

A well-crafted research question is the cornerstone of a successful research project. It provides a clear focus, guides the research process, and ensures that the findings are relevant and meaningful. Here are some tips for developing effective research questions:

1. Start with a clear research topic

- Identify the area of interest you want to explore.
- Conduct a preliminary literature review to familiarize yourself with existing research on the topic.

2. Ask specific and answerable questions

- Avoid vague or broad questions that are difficult to address.
- Ensure your questions can be answered through research.

3. Consider your research methodology

- The type of research you plan to conduct (quantitative, qualitative, or mixed methods) will influence the types of questions you can ask.

4. Use the "SMART" criteria

- **Specific.** Clearly define the scope and focus of your research.
- **Measurable.** Ensure that the question can be quantified or measured.
- **Achievable.** Make sure the question is feasible within the constraints of your research project.
- **Relevant.** Ensure the question is important and contributes to the field of study.
- **Time-bound.** Set a timeframe for answering the research question.

5. Refine your research questions

- Get feedback from colleagues, mentors, or advisors.
- Consider conducting a pilot study to test the feasibility of your research questions.

6. Align your research questions with your research objectives:

- Ensure that your research questions support your overall research objectives.

By following these steps, you can develop effective research questions that will guide your research and contribute to a meaningful investigation.

Example:

- **Research Topic:** The impact of social media on adolescent mental health
- **Research Question:** What is the relationship between the frequency of social media use and levels of depression and anxiety among adolescents?

This research question is specific, measurable, achievable, relevant, and time-bound. It provides a clear focus for the study and guides the selection of research methods and data analysis techniques.

Additional Tips

- Use clear and concise language.
- Avoid jargon or technical terms that may not be familiar to your audience.
- Ensure the research question is focused and answerable.
- Consider the feasibility of conducting the research based on available resources and time constraints.

LEARNING TASKS:

For Quantitative Research

Descriptive: What are the characteristics of [population/phenomenon]?

Research Question:

_____

_____.

Correlational: Is there a relationship between [variable 1] and [variable 2]?

Research Question:

_____

_____.

Causal-Comparative: Does [independent variable] cause [dependent variable]?

Research Question:

_____

_____.

Experimental: Does [treatment] affect [outcome]?

Research Question:

_____

_____.

Qualitative Research

Phenomenology: What is the lived experience of [group] regarding [topic]?

Research Question

_____

_____.

Grounded Theory: What factors influence [phenomenon]?

Research Question:

_____

_____.

Case Study: How does [case] demonstrate [theory or concept]?

Research Question:

_____

_____.

Narrative Inquiry: What are the stories and experiences of [group] related to [topic]?

Research Question:

_____

_____.

Descriptive Ethnography

What are the cultural practices, beliefs, and values of [group]?

Research Question:

_____

_____.

How do members of [group] experience and interpret their daily lives?

Research Question:

_____

_____.

Interpretive Ethnography

- **What are the underlying meanings and interpretations that members of [group] attribute to their experiences?**

Research Question:

_____

_____.

- **How do cultural discourses shape the experiences and behaviors of [group]?**

Research Question:

_____

_____.

Critical Ethnography

- **How does [power structure] influence the experiences and behaviors of [group]?**

Research Question:

_____

_____.

- **What are the hidden power dynamics within [community or organization]?**

Research Question:

_____

_____.

Autoethnography

- **What are my own experiences and reflections as a member of [group]?**

Research Question:

_____

_____.

- **How does my perspective shape my understanding of [phenomenon]?**

Research Question:

_____

_____.

Mixed Methods Research

- **Convergent Parallel:** What are the [quantitative] and [qualitative] perspectives on [research topic]?

Research Question:

_____

_____.

- **Explanatory Sequential:** How can [quantitative] findings be explained by [qualitative] data?

Research Question:

_____

_____.

- **Exploratory Sequential:** What insights can be gained from [qualitative] data to inform [quantitative] research?

Research Question:

_____

_____.

- **Embedded Design:** How does [qualitative/quantitative] data contribute to a deeper understanding of [research topic]?

Research Question:

_____

_____.

CHAPTER V

WRITING THE LITERATURE REVIEW

The importance of a literature review

A literature review is a critical component of any research project. It provides a comprehensive overview of existing knowledge on a particular topic, helping researchers to understand the current state of the field, identify gaps in the literature, and develop research questions.

Here are some key reasons why literature reviews are important

- Provides a foundation for new research. By understanding the existing body of knowledge, researchers can build upon previous work and contribute to the advancement of their field.
- Identifies gaps in the literature. Literature reviews can help researchers identify areas where more research is needed, guiding their research efforts.
- Establishes the significance of a research project. A well-conducted literature review can demonstrate the importance and relevance of a research question, making a strong case for the proposed study.
- Prevents duplication of research. By reviewing existing studies, researchers can avoid duplicating work that has already been done.
- Helps to develop research questions and hypotheses. A literature review can help researchers formulate clear and focused research questions and hypotheses.
- Provides context for interpreting research findings. By understanding the broader context of a research topic, researchers can better interpret and explain their findings.

Steps to Write a Literature Review

1. **Define Your Research Topic.** Identify the specific area of research you want to focus on.
2. **Conduct a Thorough Literature Search.** Use databases, library catalogs, and search engines to find relevant articles, books, and other scholarly sources.
3. **Evaluate Sources.** Assess the quality and relevance of each source. Consider factors such as the author's credentials, publication date, and the journal's reputation.
4. **Organize Your Findings.** Group related studies together and identify common themes, trends, and contradictions.
5. **Summarize Key Findings.** Briefly summarize the main findings of each source.
6. **Analyze and Synthesize.** Critically analyze the studies and synthesize their findings into a coherent narrative.
7. **Identify Research Gaps.** Identify areas where there is a lack of research or where existing research is contradictory.

8. **Connect Your Research.** Explain how your research will contribute to the existing body of knowledge.

Tips for Writing a Literature Review

- **Use a consistent citation style.** Choose a citation style (e.g., APA, MLA, Chicago) and use it consistently throughout your review.
- **Avoid plagiarism.** Paraphrase and cite your sources appropriately.
- **Be objective.** Present the findings of previous studies objectively, without bias.
- **Use clear and concise language.** Write in a clear and concise style that is easy to understand.
- **Proofread carefully.** Check for errors in grammar, spelling, and punctuation.

Example:

Literature Review on Climate Change and Coral Reefs

Research Question: What is the impact of climate change on coral reef ecosystems?

(Introduction) Climate change is a pressing global issue with significant implications for marine ecosystems, particularly coral reefs. This literature review explores the effects of climate change on coral reefs, focusing on temperature rise, ocean acidification, and extreme weather events.

(Body)

Temperature Rise

Increased sea temperatures can lead to coral bleaching, a phenomenon where corals expel the symbiotic algae that provide them with food and color. Studies have shown that prolonged exposure to elevated temperatures can cause irreversible damage to coral reefs (Hoegh-Guldberg et al., 2007; Hughes et al., 2003).

Ocean Acidification

The absorption of carbon dioxide from the atmosphere into the oceans is leading to ocean acidification, which reduces the availability of carbonate ions necessary for coral calcification. This can hinder the growth and survival of coral reefs (Gattuso et al., 2015; Hofmann et al., 2010).

Extreme Weather Events

Hurricanes, cyclones, and other extreme weather events can cause physical damage to coral reefs, including breakage and dislodgement of coral colonies. These events can

also disrupt the reproductive cycle of corals and increase their vulnerability to diseases (Bruckner et al., 2005; Sheppard et al., 2002).

(Conclusion) Climate change poses a significant threat to the health and survival of coral reef ecosystems. Temperature rise, ocean acidification, and extreme weather events are all contributing to the decline of coral reefs worldwide. Further research is needed to develop effective strategies for mitigating the impacts of climate change on these valuable ecosystems.

LEARNING TASKS

Guided by your understanding of the above lessons, write the Literature Review of your paper:

Introduction	
Body	
Conclusion	

CHAPTER VI

WRITING THE METHODOLOGY

Steps in Writing the Research Methodology

The research methodology is a crucial section of a research paper that outlines the procedures and techniques used to collect and analyze data. It provides readers with a clear understanding of how the research was conducted, ensuring the credibility and validity of the findings.

1. Define the Research Design. Choose a suitable design. Select a research design that aligns with your research objectives and questions. Common designs include experimental, correlational, descriptive, and case studies. Justify your choice. Explain why you chose the particular design, highlighting its strengths and limitations.
2. Identify the Research Population and Sampling Techniques. Define the population. Specify the group of individuals or objects you intend to study. Select sampling techniques. Choose appropriate sampling methods to obtain a representative sample of the population. Common techniques include simple random sampling, stratified sampling, and convenience sampling.
3. Develop Data Collection Instruments. Create or adapt instruments. Design or modify data collection instruments, such as surveys, questionnaires, interviews, or observations, to gather the necessary information. Ensure validity and reliability. Validate the instruments to ensure they measure what they are intended to measure and are consistent in their results.
4. Outline Data Analysis Procedures. Select appropriate techniques. Choose statistical or qualitative analysis techniques based on your research design and data type.
5. Describe the analysis process. Explain how you will analyze the data, including the steps involved and any software or tools to be used.
6. Address Ethical Considerations. Obtain ethical approval. If necessary, obtain ethical approval from relevant institutional review boards.
7. Protect participant rights. Ensure that participant rights are protected throughout the research process, including confidentiality and informed consent.

Examples:

Research Design

(Quantitative) Experimental. A study testing the effectiveness of a new teaching method might randomly assign students to experimental and control groups, with the experimental group receiving the new method and the control group receiving the traditional method. (Shadish, Cook, & Campbell, 2008)

(Quantitative) Correlational. A study investigating the relationship between income and happiness might collect data on income levels and happiness ratings from a large sample of individuals. (Cohen, Cohen, & Aiken, 2018).

(Qualitative) This phenomenological study aims to understand the lived experiences of individuals and the meanings they attribute to their experiences. This design is suitable for exploring the subjective perspectives of migrant workers and gaining insights into their unique challenges and coping mechanisms.

Population and Sampling

Population. A study investigating the opinions of college students on campus dining might define the population as all enrolled students at a particular university.

Sampling. A study might use a stratified sampling technique to ensure that the sample includes students from different majors, year levels, and residential statuses.

In Quantitative Research. Population. Clearly define the target population, such as all college students in the United States. **Sampling.** Use probability sampling techniques to ensure a representative sample, such as simple random sampling, stratified sampling, or cluster sampling.

Example. A study investigating the relationship between hours of sleep and academic performance might define the population as all college students enrolled in a particular university. A random sample of 500 students could be selected to represent the population.

In Qualitative Research. Population. Often more focused on specific groups or individuals within a broader population. **Sampling.** Use purposive sampling to select participants based on their relevance to the research question.

Example. A study exploring the experiences of migrant workers might focus on a specific group of migrants, such as those from a particular country or working in a specific industry. Purposive sampling could be used to select participants with diverse experiences and perspectives.

Mixed Methods Research. Population. This can vary depending on the research question and the specific methods used. **Sampling.** Combine probability and purposive sampling techniques to achieve a representative and informative sample.

Example. A study investigating the effectiveness of a new teaching method might use random sampling to select a group of students for a quantitative evaluation. Additionally, purposive sampling could be used to select a smaller group of students for in-depth interviews to explore their experiences and perceptions.

Key Considerations

Sample size. The appropriate sample size depends on the research question, the population size, and the desired level of precision.

Sampling bias. Avoid sampling bias by ensuring that the sample is representative of the population and that there are no systematic errors in the selection process.

Generalizability. Consider the extent to which the findings from a sample can be generalized to the larger population.

Data Collection Methods

Qualitative Research Method

Qualitative research methods involve collecting and analyzing non-numerical data to gain insights into people's experiences, beliefs, and perspectives. Here are some common qualitative research methods:

1. In-depth interviews. A one-on-one conversation between a researcher and a participant to explore their experiences and perspectives.

   Example. Interviewing migrants about their experiences of adapting to a new culture.

2. Focus groups. A group discussion with several participants moderated by a researcher to explore a particular topic.

   Example. A focus group with parents to discuss their views on school uniforms.

3. Observations. The researcher immerses themselves in the research setting to observe and interact with participants.

Example. A researcher living with a community to understand their daily lives and customs.

4. Non-participant observation. The researcher observes participants from a distance without interacting with them.

   Example. Observing classroom interactions to study student engagement.

5. Documents and Artifacts. Examining written or visual materials to gain insights into a particular topic.

   Example. Analyzing historical documents to study social movements.

6. Artifact analysis**.** Examining physical objects to understand their cultural or historical significance.

   Example. Analyzing artifacts from ancient civilizations to learn about their way of life.

Quantitative Method

1. Surveys and Questionnaires. **Example.** A survey to measure customer satisfaction with a product might include questions about perceived quality, price, and overall satisfaction.
2. Experiments. **Example.** An experiment to test the effectiveness of a new teaching method might randomly assign students to experimental and control groups, with the experimental group receiving the new method and the control group receiving the traditional method.
3. **Observations**. **Example.** A study on classroom behavior might use structured observations to record the frequency of student interruptions during lectures.
4. **Physiological Measures. Example.** A study on stress levels might measure participants' cortisol levels before and after a stressful task.
5. **Secondary Data Analysis**. **Example.** A study on income inequality might analyze census data to examine income distribution in a particular region.

Mixed Methods Research. Combining Quantitative and Qualitative

Example. A study on the effectiveness of a new teaching method might use surveys to collect quantitative data on student performance and interviews to gather qualitative data on student perceptions.

Data Analysis

Data analysis is the process of interpreting and summarizing data to draw meaningful conclusions. The specific techniques used depend on the research design and the type of data collected.

Quantitative Data Analysis. It involves the use of statistical methods to analyze numerical data. Common techniques include:

1. Descriptive statistics. Summarize the main features of a dataset, such as mean, median, mode, standard deviation, and frequency distributions. (Creswell, 2014).
2. Inferential statistics. Make inferences about a population based on a sample, using techniques such as t-tests, ANOVA, and regression analysis. (Cohen, Cohen, & Aiken, 2018).
3. Correlation analysis. Measure the strength and direction of the relationship between two variables. (Field, 2018)

Qualitative Data Analysis. Involves the identification, coding, and interpretation of themes and patterns within non-numerical data. Common techniques include:

1. Thematic analysis. Identify and analyze recurring themes or patterns within the data. (Braun & Clarke, 2006).
2. Grounded theory. Develop theories based on the data through a process of constant comparison. (Glaser & Strauss, 1967).
3. Narrative analysis. Analyze the stories and narratives within the data. (Riessman, 2008)

Mixed Methods Data Analysis. Involves integrating both quantitative and qualitative data to gain a more comprehensive understanding of the research topic. Common techniques include:

1. Convergence design. Combine quantitative and qualitative data to confirm or contradict findings. (Creswell & Plano Clark, 2011).
2. Embedded design. Prioritize either quantitative or qualitative data, with the other used for triangulation or elaboration. (Creswell & Plano Clark, 2011).
3. Transformative design. Use both quantitative and qualitative data to challenge existing theories or perspectives. (Creswell & Plano Clark, 2011)

Data Collection Instruments

1. Survey. A study on student satisfaction with online learning might distribute a survey asking students to rate various aspects of their online courses.
2. Interview. A study exploring the experiences of immigrants might conduct in-depth interviews with immigrants to gather their perspectives on cultural adaptation and challenges.

Ethical Considerations

Informed consent. Obtain informed consent from participants, ensuring they understand the purpose of the study, potential risks, and benefits.

Confidentiality. Maintain the confidentiality of participant data, protecting their privacy and anonymity.

Vulnerability. Be mindful of the potential vulnerability of migrant workers and

CHAPTER VII

WRITING THE RESULTS AND DISCUSSION: QUANTITATIVE, QUALITATIVE, MIXED METHODS

QUANTITATIVE RESULTS AND DISCUSSION

Practical Steps in Writing the Results and Discussion for Quantitative Paper

In a quantitative paper's Results and Discussion section, you present your findings and interpret their significance. It's a crucial component that effectively communicates your research outcomes to the reader. Here are the practical steps to guide you:

1. Present the Results Clearly and Concisely

- Organize findings. Present your results in a logical sequence that aligns with your research questions.
- Use tables and figures. Employ these visual aids to enhance understanding and avoid cluttering the text.
- Statistical significance. Indicate the statistical significance of your findings using appropriate tests (e.g., t-test, ANOVA).
- Report effect sizes. Provide effect sizes (e.g., Cohen's d) to quantify the magnitude of the relationships or differences.

Example:

The independent t-test results revealed a significant difference in mean scores between the experimental and control groups ($t(48) = 2.56$, $p = .012$). The effect size was moderate (Cohen's $d = .52$).

2. Interpret the Results

- Relate findings to research questions. Connect your results to the specific research questions you posed at the beginning of your paper.
- Discuss theoretical implications. Explain how your findings contribute to existing theories or develop new theoretical perspectives.
- Consider practical implications. Discuss the potential real-world applications or consequences of your findings.

Example:

These findings support the hypothesis that [insert hypothesis]. They align with the theoretical framework of [insert theory] and suggest that [insert practical implication].

3. Address Limitations and Future Research

- Acknowledge limitations. Be transparent about any potential limitations in your study design, data collection, or analysis.
- Suggest future research. Propose areas for further investigation based on your findings and limitations.

Example:

A limitation of this study was the small sample size. Future research could address this by [insert suggestion]. Additionally, [insert another suggestion].

4. Cite Relevant Literature

- Support your interpretations. Cite previous research that supports or contradicts your findings.
- Establish context: Use citations to place your work within the broader academic literature.

Example:

These results are consistent with previous studies by [cite authors], who found similar findings in [insert context].

LEARNING TASKS: Writing the Results and Discussion for a Quantitative Paper

Task 1: Analyze a Sample Paper

1. Find a quantitative research paper: Choose a paper from your field or a related area.
2. Identify the Results and Discussion section: Locate the section where the authors present their findings and interpretations.
3. Analyze the structure: Examine how the authors organize their results, use tables and figures, and discuss the implications of their findings.
4. Evaluate clarity and conciseness: Assess whether the presentation of results is clear, concise, and easy to follow.
5. Note the use of citations: Identify how the authors cite previous research to support their interpretations.

Task 2: Practice Writing a Results and Discussion Section

1. Choose a hypothetical research question: Select a research question that aligns with your interests or field of study.

2. Create hypothetical results: Develop a set of results that could be obtained from a quantitative study addressing your research question.
3. Write a draft: Compose a draft of the Results and Discussion section, following the steps outlined in the previous response.
4. Seek feedback: Share your draft with a peer or mentor and ask for their feedback on clarity, organization, and the strength of your interpretations.
5. Revise and refine: Incorporate the feedback you receive to improve your draft and ensure it meets the requirements of academic writing.

Task 3: Practice Critiquing a Results and Discussion Section

1. Find another sample paper: Choose a different quantitative research paper.
2. Evaluate the presentation of results: Assess the clarity, conciseness, and organization of the results section.
3. Critique the interpretations: Evaluate the strength of the author's interpretations and their connection to the research questions.
4. Identify limitations and future research: Analyze whether the authors have adequately addressed limitations and suggested areas for future research.
5. Provide constructive feedback: Write a critique that offers specific suggestions for improvement.

QUALITATIVE RESULTS AND DISCUSSION

The Results and Discussion section of a qualitative paper is where you present your findings and interpret their significance within the context of your research question. It's a crucial component that effectively communicates your research outcomes to the reader. Here are the practical steps to guide you:

1. Present the Results Clearly and Concisely

- **Organize findings.** Present your results in a logical sequence that aligns with your research questions.
- **Use quotes and excerpts.** Incorporate direct quotes or excerpts from your data to illustrate key themes and findings.
- **Provide context.** Explain the context in which these findings occurred, such as the participants' experiences or the research setting.

Example:

"When asked about their experiences with online learning, participants frequently expressed frustration with technical difficulties. For example, one participant stated, 'It was so frustrating when the internet connection would drop during a live lecture.'"

2. Interpret the Results

- **Identify themes and patterns.** Analyze your data to identify recurring themes, patterns, or categories.
- **Relate findings to research questions.** Connect your results to the specific research questions you posed at the beginning of your paper.
- **Discuss theoretical implications.** Explain how your findings contribute to existing theories or develop new theoretical perspectives.

Example:

"The recurring theme of technical difficulties suggests that there is a need for improved technological infrastructure to support online learning. This finding aligns with the theoretical framework of [insert theory]."

3. Provide Thick Descriptions

- **Use vivid language.** Describe the participants' experiences, settings, and interactions in detail.
- **Capture the nuances.** Convey the nuances of your data, including emotions, attitudes, and behaviors.

Example:

"The participants' faces were etched with frustration as they struggled to navigate the online learning platform. Their body language conveyed a sense of helplessness and disengagement."

4. Cite Relevant Literature

- **Support your interpretations.** Cite previous research that supports or contradicts your findings.
- **Establish context.** Use citations to place your work within the broader academic literature.

Example:

"These findings are consistent with previous studies by [cite authors], who found similar challenges in online learning environments."

5. Address Limitations and Future Research

- **Acknowledge limitations.** Be transparent about any potential limitations in your study design, data collection, or analysis.
- **Suggest future research.** Propose areas for further investigation based on your findings and limitations.

Example:

"A limitation of this study was the small sample size. Future research could address this by [insert suggestion]."

LEARNING TASKS: Writing the Results and Discussion for a Qualitative Paper

Task 1: Analyze a Sample Paper

Find a qualitative research paper. Choose a paper from your field or a related area.

Identify the Results and Discussion section. Locate the section where the authors present their findings and interpretations.

Analyze the structure. Examine how the authors organize their results, use quotes and excerpts, and discuss the implications of their findings.

Evaluate clarity and conciseness. Assess whether the presentation of results is clear, concise, and easy to follow.

Note the use of citations. Identify how the authors cite previous research to support their interpretations.

Task 2: Practice Writing a Results and Discussion Section

Choose a hypothetical research question. Select a research question that aligns with your interests or field of study.

Create hypothetical results. Develop a set of results that could be obtained from a qualitative study addressing your research question.

Write a draft: Compose a draft of the Results and Discussion section, following the steps outlined in the previous response.

Seek feedback. Share your draft with a peer or mentor and ask for their feedback on clarity, organization, and the strength of your interpretations.

Revise and refine. Incorporate the feedback you receive to improve your draft and ensure it meets the requirements of academic writing.

Task 3: Practice Critiquing a Results and Discussion Section

Find another sample paper. Choose a different qualitative research paper.

Evaluate the presentation of results. Assess the clarity, conciseness, and organization of the results section.

Critique the interpretations. Evaluate the strength of the author's interpretations and their connection to the research questions.

Identify limitations and future research. Analyze whether the authors have adequately addressed limitations and suggested areas for future research.

Provide constructive feedback. Write a critique that offers specific suggestions for improvement.

MIXED METHODS RESULTS AND DISCUSSION

The Results and Discussion section of a mixed methods paper is where you present your findings from both quantitative and qualitative data and interpret their significance. It's a crucial component that effectively communicates your research outcomes to the reader. Here are the practical steps to guide you:

1. Present Quantitative Results

- **Organize findings.** Present your quantitative results in a logical sequence that aligns with your research questions.
- **Use tables and figures.** Employ these visual aids to enhance understanding and avoid cluttering the text.
- **Statistical significance.** Indicate the statistical significance of your findings using appropriate tests (e.g., t-test, ANOVA).
- **Report effect sizes.** Provide effect sizes (e.g., Cohen's d) to quantify the magnitude of the relationships or differences.

Example:

"The results of the independent t-test revealed a significant difference in mean scores between the experimental and control groups ($t(48) = 2.56$, $p = .012$). The effect size was moderate (Cohen's $d = .52$)."

2. Present Qualitative Results

- **Organize findings.** Present your qualitative results in a thematic or narrative format.
- **Use quotes and excerpts.** Incorporate direct quotes or excerpts from your data to illustrate key themes and findings.
- **Provide context.** Explain the context in which these findings occurred, such as the participants' experiences or the research setting.

Example:

"When asked about their experiences with online learning, participants frequently expressed frustration with technical difficulties. For example, one participant stated, 'It was so frustrating when the internet connection would drop during a live lecture.'"

3. Integrate Quantitative and Qualitative Findings

- **Triangulation.** Compare and contrast the findings from both data sources to confirm or contradict each other.
- **Complementarity.** Use one data source to provide depth or detail to the findings from the other.
- **Expansion.** Use one data source to expand on the findings from the other.

Example:

"The quantitative results showed a significant difference in test scores between the experimental and control groups. This finding was supported by the qualitative data, which revealed that participants in the experimental group reported feeling more engaged and motivated in the online learning environment."

4. Interpret the Results

- **Relate findings to research questions.** Connect your results to the specific research questions you posed at the beginning of your paper.
- **Discuss theoretical implications.** Explain how your findings contribute to existing theories or develop new theoretical perspectives.
- **Consider practical implications.** Discuss the potential real-world applications or consequences of your findings.

Example:

"These findings suggest that [insert practical implication] and support the theoretical framework of [insert theory]."

5. Address Limitations and Future Research

- **Acknowledge limitations.** Be transparent about any potential limitations in your study design, data collection, or analysis.
- **Suggest future research.** Propose areas for further investigation based on your findings and limitations.

Example:

"A limitation of this study was the small sample size. Future research could address this by [insert suggestion]."

CHAPTER VIII

WRITING THE CONCLUSION

Steps in Writing the Conclusion of a Research Paper

The conclusion of a research paper is the final opportunity to summarize your key findings, reiterate the significance of your study, and offer a final thought or recommendation. Here are the steps to guide you:

1. Summarize Key Findings

- Restate the research question. Briefly restate the main research question or hypothesis that your study addressed.
- Summarize the main findings. Summarize the most important results or conclusions that you derived from your research.

Example:

"This study aimed to investigate the relationship between [independent variable] and [dependent variable]. The findings revealed that [key finding 1], [key finding 2], and [key finding 3]."

2. Reiterate the Significance of the Study

- Highlight the importance of the findings. Explain why your findings are significant and contribute to the existing body of knowledge.
- Address the research gap. Discuss how your study fills a gap in the literature or addresses a previously unanswered question.

Example:

"These findings are significant because they [highlight the importance of the findings]. By addressing the research gap of [research gap], this study contributes to a better understanding of [topic]."

3. Offer Final Thoughts or Recommendations

- Provide a concluding statement. Offer a final thought or statement that summarizes the overall significance of your research.
- Make recommendations. If applicable, suggest recommendations based on your findings.

Example:

"In conclusion, this study provides evidence that [concluding statement]. Future research could explore [recommendation 1] and [recommendation 2]."

4. Cite Relevant Literature

- Support your conclusions. Cite previous research that supports or contradicts your findings.
- Establish context. Use citations to place your work within the broader academic literature.

Example:

"These findings are consistent with previous studies by [cite authors], who found similar results in [insert context]."

LEARNING TASKS: Writing the Conclusion of a Research Paper

Task 1: Analyze a Sample Conclusion

1. Find a research paper. Choose a paper from your field or a related area.
2. Identify the conclusion. Locate the final section of the paper.
3. Analyze the structure. Examine how the author summarizes key findings, reiterates significance, and offers final thoughts or recommendations.
4. Evaluate clarity and conciseness. Assess whether the conclusion is clear, concise, and effective.
5. Note the use of citations. Identify how the author cites previous research to support their conclusions.

Task 2: Practice Writing a Conclusion

1. Choose a hypothetical research question. Select a research question that aligns with your interests or field of study.
2. Create hypothetical results. Develop a set of results that could be obtained from a study addressing your research question.
3. Write a draft conclusion. Compose a draft conclusion for your hypothetical study, following the steps outlined in the previous response.
4. Seek feedback. share your draft with a peer or mentor and ask for their feedback on clarity, organization, and the strength of your conclusions.
5. Revise and refine. Incorporate the feedback you receive to improve your draft and ensure it meets the requirements of academic writing.

Task 3: Practice Critiquing a Conclusion

1. Find another sample paper: Choose a different research paper.
2. Evaluate the effectiveness: Assess the clarity, conciseness, and persuasiveness of the conclusion.
3. Critique the summary of findings: Evaluate whether the author has effectively summarized the key findings of the study.
4. Assess the significance: Determine if the author has adequately explained the significance of the research and addressed the research gap.
5. Provide constructive feedback: Write a critique that offers specific suggestions for improvement.

CHAPTER IX

WRITING THE ABSTRACT AND KEYWORDS

An abstract is a concise summary of your research paper, typically appearing at the beginning. It should provide a clear overview of the research question, methods, key findings, and conclusions. Here are the steps to follow when writing an abstract:

1. Identify the Key Components

- Research Question. What is the main question your research aims to answer?
- Methodology. Briefly describe the research design, data collection methods, and analysis techniques used.
- Key Findings. Summarize the most important results or discoveries from your research.
- Conclusions. State the main conclusions or implications of your research.

2. Write a Clear and Concise Summary

- Use clear and concise language. Avoid jargon or technical terms that may be unfamiliar to readers.
- Stick to the point. The abstract should be a brief overview, not a detailed summary.
- Use strong verbs and active voice. This will make your abstract more engaging and easier to read.

3. Follow a Standard Format

- Typically, an abstract is around 150-250 words long.
- It is usually placed before the introduction.
- The format may vary depending on the specific guidelines of your journal or institution.

Example Abstract

Research Question: How does social media use affect the mental health of young adults?

Methodology: A quantitative survey was conducted among a sample of 100 young adults aged 18-25. Participants were asked about their social media usage habits and their mental health symptoms.

Key Findings: The study found a positive correlation between excessive social media use and symptoms of anxiety and depression. However, moderate social media use was not associated with negative mental health outcomes.

Conclusion: The findings suggest that excessive social media use can have detrimental effects on the mental health of young adults. Individuals need to manage their social media usage and seek support if they are experiencing negative mental health symptoms.

Learning Tasks:

1. Practice writing abstracts for different research papers. Try to summarize the key points of the paper in a concise and informative way.
2. Get feedback from others. Ask a friend, colleague, or mentor to review your abstract and provide feedback.
3. Consult the guidelines of your journal or institution. Make sure your abstract adheres to the specific formatting and length requirements.

Steps in Writing Keywords for a Research Paper

Keywords are essential for making your research paper discoverable through online searches. They should accurately reflect the main topics and themes of your paper. Here are the steps to follow when selecting keywords:

1. Identify the Main Topics and Themes

- **Review your paper.** Read through your paper carefully to identify the key concepts, ideas, and arguments.
- **Create a list of keywords.** Write down the most important terms that describe your research.

2. Consider Synonyms and Variations

- **Think of synonyms and related terms** that might be used to search for your paper.
- **Include variations of your keywords** to broaden your reach.

3. Check Keyword Density

- **Avoid keyword stuffing.** Don't overuse the same keywords repeatedly.
- **Aim for a natural keyword density** that reflects the content of your paper.

4. Use Keyword Research Tools

- **Online tools like Google Keyword Planner or SEMrush** can help you identify popular search terms related to your topic.
- **Use these tools to find relevant keywords** that you may not have considered.

Example:

Research Paper Title: "The Impact of Social Media on Adolescent Mental Health"

Keywords: social media, mental health, adolescents, psychological well-being, online behavior, technology, social networks, internet addiction, depression, anxiety

Learning Tasks:

1. Practice writing keywords for different research papers.
2. Use keyword research tools to find relevant terms.
3. Ask a friend or colleague to review your keywords.
4. Experiment with different keyword combinations.

CHAPTER X

PRACTICAL TIPS FOR NOVICE RESEARCHERS DESIRING TO PUBLISH PAPER INTERNATIONALLY

Publishing research papers internationally can be a rewarding experience, but it requires careful planning and preparation. Here are some practical tips for novice researchers:

1. Choose a Suitable Journal

- **Identify your target audience.** Determine the journals that are most relevant to your field and have a readership that aligns with your research.
- **Consider the journal's scope.** Ensure that the journal's scope and focus match your research topic.
- **Check the journal's impact factor.** Consider the journal's impact factor, which indicates the average number of citations received per article published. However, the impact factor is not the only criterion to consider.

2. Understand the Journal's Guidelines

- **Read the author's guidelines carefully.** Familiarize yourself with the journal's specific requirements for manuscript format, citation style, and submission process.
- **Follow the guidelines strictly.** Adherence to the guidelines is crucial for a successful submission.

3. Write a Strong Manuscript

- **Ensure clarity and conciseness.** Write clearly and avoid unnecessary jargon or technical terms.
- **Provide a compelling introduction.** Clearly state your research question, objectives, and the significance of your study.
- **Present your findings effectively.** Use tables, figures, and graphs to illustrate your results.
- **Discuss the implications of your findings.** Explain the broader implications of your research and how it contributes to the field.

4. Obtain Feedback and Revise

- **Seek feedback from colleagues.** Ask colleagues or mentors to review your manuscript and provide constructive criticism.
- **Revise carefully.** Incorporate feedback and make necessary revisions to improve the quality of your manuscript.

5. Address Reviewer Comments

- **Respond to reviewer comments thoughtfully.** Address all reviewer comments and explain how you have revised your manuscript accordingly.
- **Be respectful and professional.** Maintain a professional and respectful tone in your responses.

6. Network with Editors and Reviewers

- **Build relationships.** Attend conferences, workshops, and other events to network with editors and reviewers in your field.
- **Establish a positive reputation.** Contribute to the field through peer review, editorial work, or other activities.

7. Be Patient and Persistent

- **The publication process can be time-consuming.** Be patient and persistent throughout the review and publication process.
- **Learn from rejections.** If your manuscript is rejected, learn from the feedback and resubmit it to a different journal.

Common Reasons for Paper Rejection

When submitting a paper for publication, researchers may face rejection. Here are some common reasons why papers are rejected:

1. Lack of Originality

- **Repetitive content.** The paper may present ideas or findings that have already been published or are widely known.
- **Insufficient novelty.** The research may not offer significant new insights or contributions to the field.

2. Poor Quality of Writing

- **Grammatical errors.** The paper may contain numerous grammatical errors or inconsistencies.
- **Lack of clarity.** The ideas may be difficult to understand or follow.
- **Inconsistent style.** The paper may not adhere to the journal's specific style guidelines.

3. Inadequate Methodology

- **Weak research design.** The research design may be flawed or insufficient to address the research question.

- **Insufficient data.** The data collected may not be adequate to support the conclusions.
- **Inappropriate statistical analysis.** The statistical methods used may not be appropriate for the data or the research question.

4. Failure to Address Reviewer Comments

- **Insufficient revisions.** The author may have failed to adequately address the reviewer's comments or concerns.
- **Disrespectful tone.** The author may have responded to the reviewer's comments in a disrespectful or unprofessional manner.

5. Lack of Relevance to the Journal

- **Misalignment with the journal's scope.** The paper may not be a good fit for the journal's focus or target audience.
- **Insufficient alignment with the journal's aims.** The paper may not contribute to the journal's overall aims or mission.

Publish and Flourish: Why I need to Publish my Work?

There are many benefits to publishing research work, both for the individual researcher and for the broader scientific community. Here are some of the most important benefits:

For the Researcher:

- **Recognition and Advancement.** Publication of research work can lead to recognition and advancement in the researcher's field. It can help to establish the researcher's reputation as an expert and can lead to career opportunities, such as promotions or tenure.
- **Increased Visibility.** Publishing research work can increase the researcher's visibility within the scientific community. This can lead to new collaborations, networking opportunities, and invitations to speak at conferences or give presentations.
- **Intellectual Stimulation.** The process of conducting and publishing research can be intellectually stimulating and rewarding. It can help researchers to develop new ideas, test hypotheses, and contribute to the advancement of knowledge.
- **Personal Satisfaction.** Publishing research work can provide a sense of personal satisfaction and accomplishment. It can be a rewarding experience to see one's work recognized and appreciated by others.

For the Scientific Community:

- **Advancement of Knowledge.** The publication of research work is essential for the advancement of knowledge. It allows researchers to share their findings with the broader scientific community and to build upon the work of others.

- **Innovation.** Research can lead to discoveries and innovations that can have a significant impact on society.
- **Critical Evaluation.** The publication of research work allows other researchers to critically evaluate and replicate the findings. This helps to ensure the validity and reliability of scientific research.
- **Public Benefit.** Research can have a direct benefit to the public by addressing important societal issues and improving people's lives.

Overall, publishing research work is a valuable endeavor that can benefit both the individual researcher and the broader scientific community.

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APPENDICES

Appendix A: Letter Request for the Approval of the Research Working Title

Date:_____

DR. JUAN DELA CRUZ
Research Director
(University)
(Address)

Dear Dr. Dela Cruz:

We, the students of (university/college) currently enrolled in the course in Research for the Academic Year:_____. Anent to the above, we would like to request the approval of the following titles:

Title 1	_____
Title 2	_____
Title 3	_____

Thank you very much.

Sincerely,

_____ _____ _____ _____
Student-researcher *Student-researcher* *Student-researcher* *Student-researcher*

DECISION OF THE RESEARCH DIRECTOR:

Title Approved	____Title 1 ____Title 2 ____Title 3
Date Approved	
Remarks	
Signature	

Appendix B: Transmittal Letter to the Dean of the College

_____
Date

DR. JUAN DELA CRUZ
Dean, XYZ UNIVERSITY
Cebu City, Philippines

Dear Dean De La Cruz:

Greetings!

We, the students of **(degree)** of your College and currently undergoing our research project work this semester. As a matter of courtesy and protocols, we are writing your good office to let you know about our study and to seek your permission and support in conducting this research study entitled, "_____."

This research will assess/examine/explore/determine the (aims of the study). I assure you that whatever data or information we can gather shall be used solely for the intent and purpose of this research. The anonymity and privacy of the research key informants/respondents will be our top priority.

Whatever suggestions or comments you feel like sharing with the researchers in connection with this research will be much welcomed and appreciated.

We are looking forward to your most favorable and meritorious response to this letter.

Respectfully yours,

JULIAN FELIPE	MARIA MAKILING	JOSE JACOBO	JOSE RIZAL
Researcher	Researcher	Researcher	Researcher

Noted:

MIGUEL MALVAR
Adviser

Approved:

JUAN DELACRUZ
Dean

Appendix C: Sample Letter for the Head of Company Asking for Permission

(Date)

JUAN DELA CRUZ
General Manager
Civil Aviation Authority of the Philippines
Lapu-Lapu City, Philippines

Dear _____:

Greetings!

We, the students of **(degree)** of your college and currently undergoing our research project work this semester. As a matter of courtesy and protocols, we are writing your good office to let you know about our study and to seek your permission and support in conducting this research study entitled,_____
“_____”.

This research will assess/examine/explore/determine the (aims of the study). I assure you that whatever data or information we can gather shall be used solely for the intent and purpose of this research. The anonymity and privacy of the research key informants/respondents will be our top priority.

Whatever suggestions or comments you feel like sharing with the researchers in connection with this research will be much welcomed and appreciated.

We are looking forward to your most favorable and meritorious response to this letter.

Respectfully yours,

JULIAN FELIPE	**MARIA MAKILING**	**JOSE JACOBA**	**JOSE RIZAL**
Researcher	Researcher	Researcher	Researcher

Noted:

MIGUEL MALVAR
Adviser

Approved:

JUAN DELA CRUZ
General Manager

Appendix D: Letter Request Address to the Key Informants

_____
(Date)

(Name of the Key Informant)
(Address)

Dear (Name of the Key Informant):

Greetings!

We, (degree) students of (your institution/college/university), and currently undergoing our research project this semester. As a matter of courtesy and protocols, we are writing your good office to seek your permission and support in conducting this study entitled, "**_____**".

This research will explore the (**aims of your study**). I assure you that whatever data or information we can gather shall be used solely for the intent and purpose of this research. The anonymity and privacy of the research key informants/respondents will be our top priority.

The survey/interview will take place at a mutually agreed-upon time and place. The survey/interview will take approximately 45 to 60 minutes. The interview will be audiotaped so that I can accurately reflect on our discussion. The tapes will only be reviewed by me and will be transcribed and analyzed. Then the audiotapes will be destroyed. Your participation in this study is confidential. All study information will be kept in a secure location. The results of the study may be published or presented to professionals, but your identity will not be revealed. You will not have any cost from participating in this study. Taking part in this study is your decision. You may decide to end your participation or not to answer any questions you are not comfortable answering. Please let me know if you have any questions about the study. You may contact me at this CP No.: _____or email:_____if you have any questions related to the study.

Whatever suggestions or comments you feel like sharing with the researchers in connection with this research will be much welcomed and appreciated.

We are looking forward to your most favorable and meritorious response to this letter.

Respectfully yours,

JUAN DELA CRUZ	MARIA MAKILING	JOSE JACOBA	JOSE RIZAL
Researcher	Researcher	Researcher	Researcher

Noted:

_____
Adviser

Approved:

ANDRES BONIFACIO
Key Informants/Respondent

Appendix E: Transmittal Letter to the Instrument Content Validity Evaluator

_____
(Date)

JUAN DELA CRUZ
(Position)
(Company)
(Address)

Dear Dr. Dela Cruz:

Greetings!

We, the students of (degree) at (institution/college/university), currently undergoing our research project this semester. As a matter of courtesy and protocols, we are writing your good office to seek your expertise to validate the content of our instrument entitled, "_____.".

Anent to this, the panel of research examiners required that our instrument be examined to establish content validity and to ensure that it complies with statutory and other regulatory standards. With this, I would like to seek your expertise and indulgence to examine my instrument and certify content validity in due compliance with statutory and other regulatory standards.

Whatever suggestions or comments you feel like sharing with the researcher in connection with this research will be much welcomed and appreciated.

I am looking forward to your most favorable and meritorious response to this letter.

Respectfully yours,

JUAN DELA CRUZ	MARIA MAKILING	JOSE JACOBA	JOSE RIZAL
Research er	Researcher	Researcher	Researcher

Noted:

_____
Adviser

Approved:

GREGORIA DE JESUS
College Dean

Appendix F: Content Validation Sheet Form

Criterion	Excellent (9-10)	Good (7-8)	Needs Improvement (5 – 6)	Poor (4 and below)	Score
Relevance	Items directly measure the construct of interest.	Items are mostly relevant to the construct.	Some items are irrelevant or only partially relevant.	Many items are irrelevant or unrelated to the construct.	
Representativeness	Items cover a wide range of aspects of the construct.	Items cover most aspects of the construct.	Items cover some aspects of the construct but may be missing important dimensions.	Items do not cover the essential aspects of the construct.	
Comprehensiveness	Items are clear, concise, and unambiguous.	Items are generally clear and concise, with minor ambiguities.	Some items are unclear or ambiguous.	Many items are unclear or ambiguous, making it difficult for respondents to understand.	
Expert Judgment	Expert reviewers agree that the items are relevant, representative, and comprehensive.	Expert reviewers generally agree that the items are relevant, representative, and comprehensive, with minor disagreements.	Expert reviewers have significant disagreements about the relevance, representativeness, or comprehensiveness of the items.	Expert reviewers strongly disagree that the items are relevant, representative, or comprehensive.	
				TOTAL	

Remarks:_____
_____
_____.

_____
Printed Name and Signature of Validator

_____
Position

_____
Company/Establishment/Organization

Appendix G: Certification of Content Validations Form

To Whom It May Concern:

This is to certify that the data gathering instrument of _____;_____; _____; _____; _____ of their research paper with a title, "_____" as part of the requirements for the conferment of the (degree) at (institution/college/university) has been examined and found in due compliance to statutory and other regulatory standards.

This certification is issued an earnest request of the above student researchers and for the sole purpose of their academic requirements and professional pursuits.

Issued this _____day of _____.

JUAN DELA CRUZ

(Position)

_____

(*Agency/Office/Department/Bureau/Commission)*

Appendix H: Informed Consent Document

I understand that I am being asked to participate in a study at the (college/university). This study will gather baseline information on the (Title of Research Paper). I agree to participate in the study; I will be interviewed for approximately 45 minutes to 1 hour about the issue of concern. The interview will be tape-recorded and will take place in a private place. No identifying information will be included when the interview is transcribed. There are no known risks associated with this study.

I realize that I may not participate in the study if I am younger than 18 years old or I cannot speak the English language and I realize that my knowledge gained from this study may help myself or the target audience of this paper.

I realize that my participation in this study is entirely voluntary, and I may withdraw from the study at any time I wish. If I decide to discontinue my participation in the study, I will continue to be treated in the usual customary fashion.

I understand that all study data will be kept confidential. However, the information may be used in public presentations and publications. If I need to, I can contact the landline _____ or the Research Coordinator of (college/institution), anytime during the study.

The study has been explained to me. I have read and understood this consent form, all my questions have been answered, and I agree to participate. I understand that I will be given a copy of the consent form.

_____ _____

Name and Signature of Participant Date

Appendix I: Interview Protocols

Welcome and Informed Consent

Thank you for your participation. This is a research study exploring your understanding and experiences on the _____.

Please read the informed consent document. You may ask any questions you find ambiguous in the document or that require further clarification. If you want to be part of this research, please feel free to signify your intention by affixing your signature to the document. Please keep this copy of the document for your reference.

Proper Interview

May we now want to ask you some important questions regarding your understanding and experiences on the (title of research).

Closure

Let me say my gratitude to you for your participation in this research endeavor. We will transcribe this interview and store it on my password-protected laptop. Once we have finished transcribing the interview, we will give you a copy for your review and assessment of whether the information was properly and accurately transcribed. If you have something to clarify, change, or add, please let me know. Again, thank you very much for your participation.

Appendix L: Sample Author's Guideline in Writing a Paper

Adapted from the Journal of Advanced Studies in Tourism, Hospitality, and Management

(Title) **TOURISM AND COVID-19: IMPACTS AND IMPLICATIONS FOR ADVANCING AND RESETTING INDUSTRY AND RESEARCH**

Author/s

Email: Lead author

Abstract

All manuscripts should include an abstract between 250-300 words explaining concisely the reasons and object of the manuscript, the methodology used and the main results and conclusions. It is also necessary to include between three and five keywords that define the article and serve to identify the content of the work.

Keywords: *first keyword, Second keyword, Third keyword (Most relevant to your abstract)*

Introduction

Self–related perceptions have turned into an essential subject in education, given its impacts on students' behavior and academic performance. These self-related psychological perceptions include self – concept, self – esteem, and self – efficacy. Education in the Philippines represents the ever-changing facets of life. Augmenting the current educational system through the implementation of the K to 12 curriculums. An additional year for primary education has been implemented, facing the reality that students' workload and financial problems caused most stress (Essel & Owusu, 2017).

Learned beliefs, attitudes, and impressions of an individual towards oneself best illustrate the idea of self-concept. According to the study of Emmanuel (2014), he looked into the correlation among the motivation, self-concept, and academic performance of the basic education students. Results showed that self-concept and academic performance were significantly correlated.

Furthermore, in the study entitled "Self-Concept, Study Habit and Academic Performance of Students" by Chamundeswari (2014), the results showed a significant correlation among the students' self-concept, study habits, and academic performance. Self – esteem is the totality of a person's evaluation of his worth. Mruk (2010) stated the various ways of defining self-esteem: 1) as an attitude whether it is positive, negative or behavioral reaction 2) based on discrepancy—on how the ideal-self differs from the perceived self, 3) a person's response towards himself, 4) a personality.

In the study between self-esteem and secondary school students' academic performance by Bhagat (2017), respondents studying in government and private schools show a positive but not significant relationship found between negative self-males and females with their academic performance. Self – efficacy is the perception to do an assigned task more effectively. It is a positive attitude toward the self that any tasks given could be accomplished through a person's capabilities.

In Bandura's Social Cognitive Theory of 1994, it was stated that four processes could be affected by self-efficacy: cognitive, motivational, affective, and selection processes. Self-efficacy significantly affects the cognitive processes of a person. The more that a person believes in himself, the more that the goal will be more comfortable for them to be achieved while those who have low self-efficacy focuses on the negative side, and it is more likely that they would experience difficulty and failure in achieving their goals. With self-efficacy, a person motivates himself through the goals they set for themselves and how they overcame the challenges while achieving those goals.

Balami (2015) studied the relationship between distance learner students' self-efficacy and academic performance; results showed that learners' self-efficacy has no significant relationship with their academic performance.

In this study, the researcher aims to contribute to Psychology and Education by finding the impact of self-concept, self–esteem, and self–efficacy on senior high school students' academic performance.

Research Question/ Objectives

This shows the nature and scope of the problem should be presented with clarity It can be stated in declarative form. Two types of objectives may be stated:

c. General Objectives
d. Specific Objectives

Sample:
The study aims to assess the extent of the antibacterial activity of Allium sativum L. and its potential synergistic effects when used in combination with antibiotics. Additionally,

the research seeks to identify optimal conditions for maximizing the antibacterial efficacy of Allium sativum L. and antibiotics in combination.

c. **General Objectives**: investigate the antibacterial properties of Allium sativum L. against the most emerging multidrug-resistant bacteria.

d. **Specific Objectives**: evaluate the minimum inhibitory concentrations (MIC) of Allium sativum L. extracts against multidrug-resistant bacterial strains, elucidating the synergistic interactions between Allium sativum L. and commonly used antibiotics and exploring the underlying molecular mechanisms of the observed synergy.

Literature Review (*If Available*)

In tropical countries, coconut shells are produced in large amounts, which therefore need to be used properly. However, there are no specific studies from the past that tackle turning coconut shells into charcoal. Neither local nor global. Hence, production of coconut-based charcoal is limited (Ahmad et al., 2021).

Methodology

Research Design

Participants/Respondents

Instruments

Procedure

Ethical Considerations

Results

This section presents the findings according to the study's research questions. To compare the mean and find out the significance between variables, multiple linear regression was computed using IBM SPSS 26.0.

Respondents' profile in terms of Self-Concept, Self-Esteem, and Self-Efficacy

This part is composed of the different tables for specific self-related perceptions profile variables of the study. It includes three tables, Tables 1 to 3, with the essential information about the respondents' self-concept, self-esteem, and self-efficacy. These were utilized to describe the self-related perceptions of the respondents.

Table 1

Respondents' profile in terms of Self-Concept

Indicators	Mean	Interpretation
1. I am too often afraid.	3.01	Below Average
2. I am good-looking.	4.61	High
3. I often get into trouble.	3.70	Average
4. I feel left out of thinks.	3.81	Average
5. I am a happy person.	4.79	High
6. I am good in my schoolwork.	4.24	Average
7. I cry easily.	4.04	Average
8. I have a pleasant face.	4.16	Average
9. I get into a lot of fights.	2.81	Below Average
10. I am among the last to be chosen for games.	2.59	Below Average
11. I am unhappy.	2.53	Below Average
12. My classmates in school think I have good ideas.	4.49	Average
13. I am nervous.	3.07	Below Average
14. I have nice hair.	4.73	High
15. In school I am a dreamer.	4.45	Average
16. My classmates make fun of me.	2.84	Below Average
17. I am cheerful.	5.17	High
18. I can give a good report in front of the class.	4.58	High
19. I get nervous when the teacher calls on me.	3.89	Average
20. My looks bother me.	4.23	Average
21. I do many bad things.	3.01	Below Average
22. It is hard for me to make friends.	2.52	Below Average
23. I am lucky.	4.89	High
24. I am an important member of my class.	4.66	High
25. I am shy.	4.12	Average
26. I am strong.	4.81	High
27. I behave badly at home.	2.84	Below Average
28. In games and sports, I watch instead of playing.	3.76	Average
29. I am often sad.	2.81	Below Average
30. I forget what I learn.	3.63	Average
	3.83	**Average**

Table 4

Academic Performance of the Senior High School Students

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	29	15.3
85 – 89 (Very Satisfactory)	88	46.3
80 – 84 (Satisfactory)	70	36.8
75 – 79 (Fairly Satisfactory)	3	1.6
Below 75 (Did Not Meet Expectation)	0	0.0
Total	**190**	**100.0**

Discussion

The research's principal goal is to evaluate the self-concept, self-esteem, self-efficacy, and academic achievement of senior high school students. The purpose of this research is to explore the effect of these expectations on their academic success. Thus, this analysis used the descriptive-correlational analysis approach to define the respondents' profile in terms of self-concept, self-esteem, self-efficacy, and academic success. The research also established the magnitude of impacts that occur between and within the variables in this study. Specifically, it established a substantial influence between the respondents' self-concept, self-esteem, and self-efficacy on their academic success.

Conclusion

Several studies consider self-related perceptions, such as self-concept, self-esteem, and self-efficacy, as significant determinants of the students' academic performance. Indicators such as leaned beliefs, a person's evaluation of his worth, and the belief to perform a given task effectively categorize the self-related perceptions.

Self-related perceptions of the self should be enhanced through the school's environment and learning activities. Despite that, it can be assumed that higher self-concept will not predict academic performance; either way, students' academic performance does not reflect on their self-concept. Likewise, it should be noted that the respondents were still in the process of searching for their unique identities. Further, students need extensive educational learning experience from the school and their environment to harness their skills and develop their self-efficacy.

References (Please employ APA 7th Format)

Akomolafe, C. & Adesua, V. (2016). The Impact of Physical Facilities on Students' Level of Motivation and Academic Performance in Senior Secondary Schools in South West Nigeria. *Journal of Education and Practice*, Vol. 7. https://eric.ed.gov/?id=EJ1092365

Alyami, C. (2017). The Impact of Self-Esteem, Academic Self-Efficacy and Perceived Stress on Academic Performance: A Cross-Sectional Study of Saudi Psychology Students. *European Journal of Educational Sciences*. DOI: 10.19044/ejes.v4no3a5.

ABOUT THE AUTHORS

DR. EUGENE ESCALONA TORING

Dr. Eugene Escalona Toring is a renowned academic and entrepreneur with a distinguished career spanning over a decade. As the Vice President for Operations, Research Director, and Professor at Indiana Aerospace University, he specializes in research methodology and entrepreneurship, bringing his academic expertise to bear on real-world business challenges. His entrepreneurial practice as the proprietor of Café Eugo serves as a tangible case study, illustrating his innovative approach to business management and his ability to bridge the gap between theory and practice.

Dr. Toring's academic credentials are impressive. He holds a Doctor of Philosophy in Public Administration and Governance, demonstrating his deep understanding of public policy and management. He is currently pursuing a Doctor of Education, further enhancing his expertise in educational leadership and innovation. Additionally, his Master of Business Administration degree provides him with a solid foundation in business principles and practices.

Dr. Toring's research is characterized by an interdisciplinary approach, drawing on insights from business innovation, organizational management, and educational methodologies. His scholarly contributions include notable works such as "Students' Motivation and Learning Strategies on Academic Performance in Science of Tourism Students," "Senior Citizens' Health and Social Services," "Correlation of Academic Achievement in Tourism Students: The Role of Self-Regulated Learning Strategies and Parental Involvement," and "Examining the Relationship of Academic and Emotional Self-Efficacy on Tourism Students' Motivation in Mathematics." These works reflect his commitment to exploring the nexus between education, business, and societal well-being.

Grounded in the principle that "what you plant is what you sow," Dr. Toring's pedagogical approach advocates for transformative learning that seamlessly integrates theory with practical application. He strives to create engaging and meaningful learning experiences for his students, fostering their critical thinking, problem-solving, and creativity.

Beyond his academic pursuits, Dr. Toring is a passionate sports enthusiast, engaging in basketball, table tennis, and swimming. His love for global travel enriches his teaching practice, allowing him to offer students diverse perspectives and enhance the cultural dimension of his work. Dr. Toring's dedication to excellence, combined with his interdisciplinary expertise and commitment to transformative learning, make him a valuable asset to the academic community.

DR. KIMBERLY CUI NUEVO - TORING

Dr. Kimberly Cui Nuevo-Toring is a prominent academician with a distinguished career spanning over 15 years. As the President of Nuevo School of Technology and Humanities Inc., Assistant Research Director, and Professor at Indiana Aerospace University, she brings a wealth of expertise to her role in guiding and mentoring aspiring researchers. Her academic affiliations extend beyond Indiana Aerospace University, as she also holds faculty positions at the University of the Visayas, Lipa City Colleges, and Malay College, Aklan.

Dr. Toring's impressive academic credentials include a Doctor of Philosophy in Public Administration and Governance, a Doctor of Management with a specialization in Human Resource Development, and completed academic requirements in the doctoral studies in Education. Her Master of Business Administration degree further strengthens her foundation in business principles and practices. This diverse academic background equips her with a comprehensive understanding of management, public administration, human resources, and education.

Dr. Toring's scholarly contributions are significant, with notable publications such as "Senior Citizens' Health and Social Services in Cebu City," "The Influence of Parenting Style, Involvement, and Self-Efficacy on Tourism College Students' Motivation," and "Understanding Academic Procrastination Through Self-Motivation Practices Among Tourism College Students: A Correlational Study." These works demonstrate her commitment to research excellence and her ability to contribute valuable insights to various fields of study.

Dr. Toring is dedicated to fostering an intellectually stimulating and engaging learning environment for her students. Her passion for teaching and her ability to connect with students is evident in her effective communication and mentorship skills. Beyond her academic pursuits, Dr. Toring is an avid traveler with a keen interest in exploring diverse cultures. This passion enriches her teaching practice, allowing her to incorporate real-world experiences and global perspectives into her lessons.

Dr. Kimberly Cui Nuevo-Toring's academic achievements, research contributions, and dedication to teaching make her a valuable asset to the academic community. Her expertise in management, history, and the study of Dr. José Rizal, combined with her passion for fostering intellectual growth and cultural understanding, position her as a leading figure in her field.

DR. NONITA P. LEGASPI

Dr. Nonita P. Legaspi is a seasoned educator with over four decades of experience in various educational leadership roles. With a Doctor of Education in Educational Management and a Master of Arts in Teaching Science, Dr. Legaspi has a strong foundation in educational theory and practice. Throughout her career, she has held key positions such as Dean of All Colleges, School Director, and Principal in prestigious institutions in the Philippines and the United States.

Her extensive experience in curriculum development, teacher training, and school administration has equipped her with the skills and knowledge to lead and innovate in the educational landscape. Dr. Legaspi has a proven track record of successfully managing educational institutions, improving academic outcomes, and fostering a positive learning environment.

In addition to her administrative roles, Dr. Legaspi has been actively involved in professional organizations, contributing to the advancement of education through her research, publications, and leadership roles. She has served as an Accreditor for the Philippine Association of Accrediting Schools, Colleges and Universities (PAASCU), a Certifier for the Private Education Assistance Committee (PEAC), and a Past President of the Cebu Division Association of Private School Administrators (CEDAPSA).

Dr. Legaspi's commitment to excellence in education is evident in her numerous achievements and awards. She has been recognized for her contributions to the field of education and her dedication to her students and colleagues. Dr. Legaspi is a passionate educator who is committed to providing quality education and inspiring the next generation of learners.