

RESEARCH IMPLEMENTATION, MONITORING AND EVALUATION

Institutional Research Process

The operations of the Institutional Research Committee (IRC) shall adhere to the following guidelines:

A. Faculty and Non-Teaching Employees

The faculty and non-teaching employees are strongly encouraged to submit research proposals for institution's funding. Employees' researcher/s can either be full-time regular or part-time employees of SJDEFI-College who want to conduct a research project, either as an individual or in collaboration with another full-time/part-time employee or student.

The Institutional Research Committee (IRC) is tasked to evaluate research proposals based on the research program areas the researcher/s belong to, as specified in the Research Agenda.

Guidelines for Employee Researches and/or Collaborations

This refers to the study done by a full-time/part-time faculty or an employee of the College, conducted singly or in collaboration with others who are employees or personnel from other institutions, basic or applied in nature that would satisfy the research agenda of the College. Studies of this type shall be guided with the following:

1. All employees who are interested to apply for a research project shall submit the following:
 - 1.1. Letter of intent addressed to the office of the RIQA.
 - 1.2. Research Proposal

The intent with the attached proposal shall be submitted at least a month before the start of the semester to facilitate its inclusion in the budget of the RIQA office.

2. The Director of RIQA shall reconcile the topic for study with the Research Agenda and forward the same to the Institutional Research Committee.
3. A schedule for an in-campus or virtual proposal presentation shall be made with the researcher and the Institutional Research Committee.

4. Soon as accepted by the Institutional Research Committee as evidenced with their affixed signature (fresh or e-signature, E-commerce Policy, 2020), RIQA Director then endorses proposal to the Vice-President for Education for notation and approval of the recommended budget duly signed by the Administrative Services and Finance Director. The College President makes the final approval.
5. Proponent/s will be issued Notice to Proceed by the RIQA Director including the schedule of fund releases.
6. If the Institutional Research Committee members found that the proposal needs to be improved, it will be returned to the proponent/s for revision.
 - 6.1. Reasons for the disapproval of the proposal must be clearly stated in a formal communication sent to the researcher and shall be duly signed by the Institutional Research Committee members.
 - 6.2. The RIQA office shall arrange for a convenient time to meet/assist the researcher until such time that it is approved.
 - 6.3. A program of work may be prepared by the RIQA Office to assist the researcher in the timely conduct of the study. It is assumed that the study will be finished in a time that the topic is still most relevant, e.g. a year after its approval for conduct.
7. Soon as approved by President through the VPE, the RIQA Office shall facilitate the research budget allocation with the Accounting Office. It will be awarded to the researcher/s following the fund release schedule.
8. The approved research shall be presented in Research Forums, intra- and extramurally and shall be included in the Book of Abstracts for the Academic year, by the College, for its dissemination.
9. The RQIA Office shall assist the researcher in having the study published in a refereed journal.
10. A hard bound copy of the finished paper shall be submitted by the Researcher to the RIQA Office for its inclusion in the reference section of the library and another to the College/Department that the employee belongs.
11. As to its usability in the College, the RIQA Office shall recommend the theory/protocol/program, as appropriate through project proposals or

Memorandum. It is imperative that researches conducted should be utilized, are replicable, hence perceived as significant.

12. Three (3) hard bound copies shall be provided to the SJDEFI-College, specifically the Department where the researcher is assigned, two (2) copies to the Library.
13. For studies conducted purely by external researchers, e.g. the College is considered as the research setting, the following shall be adhered to:
 - 13.1. The researcher/s shall submit a proposal to conduct research addressed to the President through the Vice-President of Education for approval.
 - 13.2. The approved proposal shall be forwarded to the Office of Research, Innovation and Quality Assurance.
 - 13.3. The RQIA Office shall send out a letter confirming the approval of the proposal with the following documents for submission: (1) Letter of Participants (2) Consent Form (3) Sample questionnaire/study gathering tool.
 - 13.4. The RQIA Office will forward the documents to the Department/Office gatekeeper, e.g. the Department Head or a representative who will in turn forward the same documents to the proposed participants. The return of the consent form to the electronic mail address of the researchers, with or without the signature of the participants, confirms their voluntary participation to the study.
 - 13.5. The researcher/s will now directly transact/communicate with the participants.
 - 13.6. The RQIA Office can further provide assistance by reminding the gatekeepers about the needed response of the participants. This will be based on the update received by the Office from the researcher/s.
14. Thesis and dissertations are not counted as a research project under this policy.

B. Students' Researches and Feasibility Studies

Most of the students' research endeavor is often linked with their Baccalaureate and/or requirements, though it could also be a personal initiative. Most of those involved are the student/personnel researcher, the adviser, the College Dean, the Research Faculty, Statistician and the participants. The primary responsibilities of each individual involved in the research process are listed in Table 2.

Table 2
**Roles and Responsibilities of Individuals Involved
in Research**

Role	Responsibility
Researcher	Shall ensure that: <ul style="list-style-type: none">✓ The study purposes, rationale, design and methods are clearly stated and are academically sound.
Adviser	Shall ensure that the advisees will: <ul style="list-style-type: none">✓ Finish the study within the time period required by the course or as demanded by the objective of the study;✓ Understand the elements of the research process emphasizing the legal and ethical implications, along with the social, personal and professional considerations such as anonymity and confidentiality;✓ Submit a complete copy of the study in hard bound and soft copy using the institutional format.
Statistician	<ul style="list-style-type: none">✓ Shall assist the researcher in identifying the appropriate sample, and in calculating the reliability of the data gathering tool for quantitative researches.✓ Must assist the researchers in determining strategies to hasten the research process, specifically on data gathering, and analysis.

Validators	<ul style="list-style-type: none"> ✓ Will be responsible in ensuring that the data gathering tool is appropriate to address the research questions, aside from recommending means of how to simplify the items in the tool.
Editors/Translators	<ul style="list-style-type: none"> ✓ Will make sure that the narratives/items in the manuscript is composed and organized based on the principles of research/technical writing. ✓ Assist the researcher in ensuring that “nothing is lost in translation.”
Gatekeepers	<ul style="list-style-type: none"> ✓ Shall assist the researchers in accessing the population of the study. This will hasten the data gathering process and the totality of the research process.
Defense Panel Members	<ul style="list-style-type: none"> ✓ Validate the completeness, accuracy of the study and its findings. ✓ Recommend means to improve the study. ✓ Rate the paper and the researchers accordingly, within the prescribed time.

Student researchers are third/fourth year college students or senior high school students who are enrolled in Research courses or who are students of San Juan de Dios Educational Foundation, Inc - College and are interested in conducting an educational inquiry.

Selection, Appointment of the Thesis Adviser and Members of the Thesis Defense Panel

Selection and Appointment of the Research Adviser

1. The adviser should be someone coming from the course, chosen by the Department Head with the following criteria:

- 1.1 Must be a Master's degree holder/and or specialized in the field;
 - 1.2 Have written or published researches related to the topic under study;
 - 1.3 May work with a co-adviser if the study requires multi-disciplinary expertise.
2. May have as many as (5) five advisees or group of advisees;
 3. Must be appointed by the Department Head;
 4. Is considered a co-author of the students' research output.

Selection, Appointment and Roles of Thesis Defense Panel

1. Total membership in a thesis defense shall be a minimum of three (3);
2. One of the three members may come from external institution in partnership/collaboration or of the Department/College;
3. All members must at least be Master's degree holder who is an authority on the topic under study/researched; and
4. The members during the proposal or final defense, should raise questions that will evaluate the researcher's knowledge of the study, its nature and conduct and to suggest ways to improve the study.

C. SJDEFI Research Flow Chart

SJDEFI-College utilizes both the qualitative and quantitative research processes. Qualitative researches and inquiries basically adhere to the flow of activities divided in independent yet interrelated phases of research as shown in Figure 3 (Polit and Beck, 2010).

The flow could be varied but it should be observed in the course, so as the students will develop the competencies required in the research courses offered regardless of the program. The types of inquiry would also be based on the approved protocol of the College concerned and should be in line with the Research Agenda of the institution.

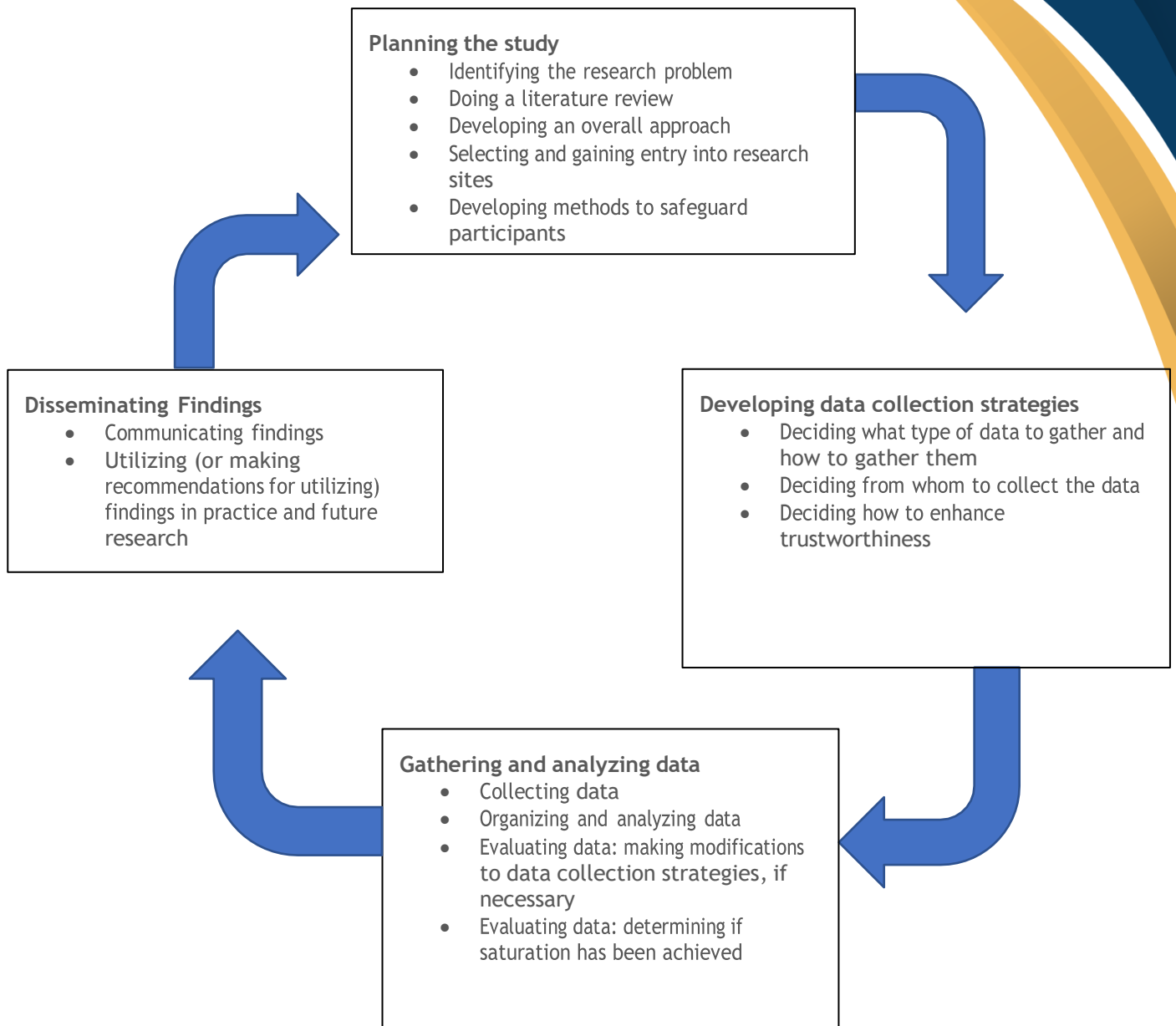


Figure 3

Flow of Activities in a Qualitative Research
(Adapted from Polit, et. Al, 2010)

It too could use the quantitative research designs, observing the process in all phases of the inquiry (Figure 4).

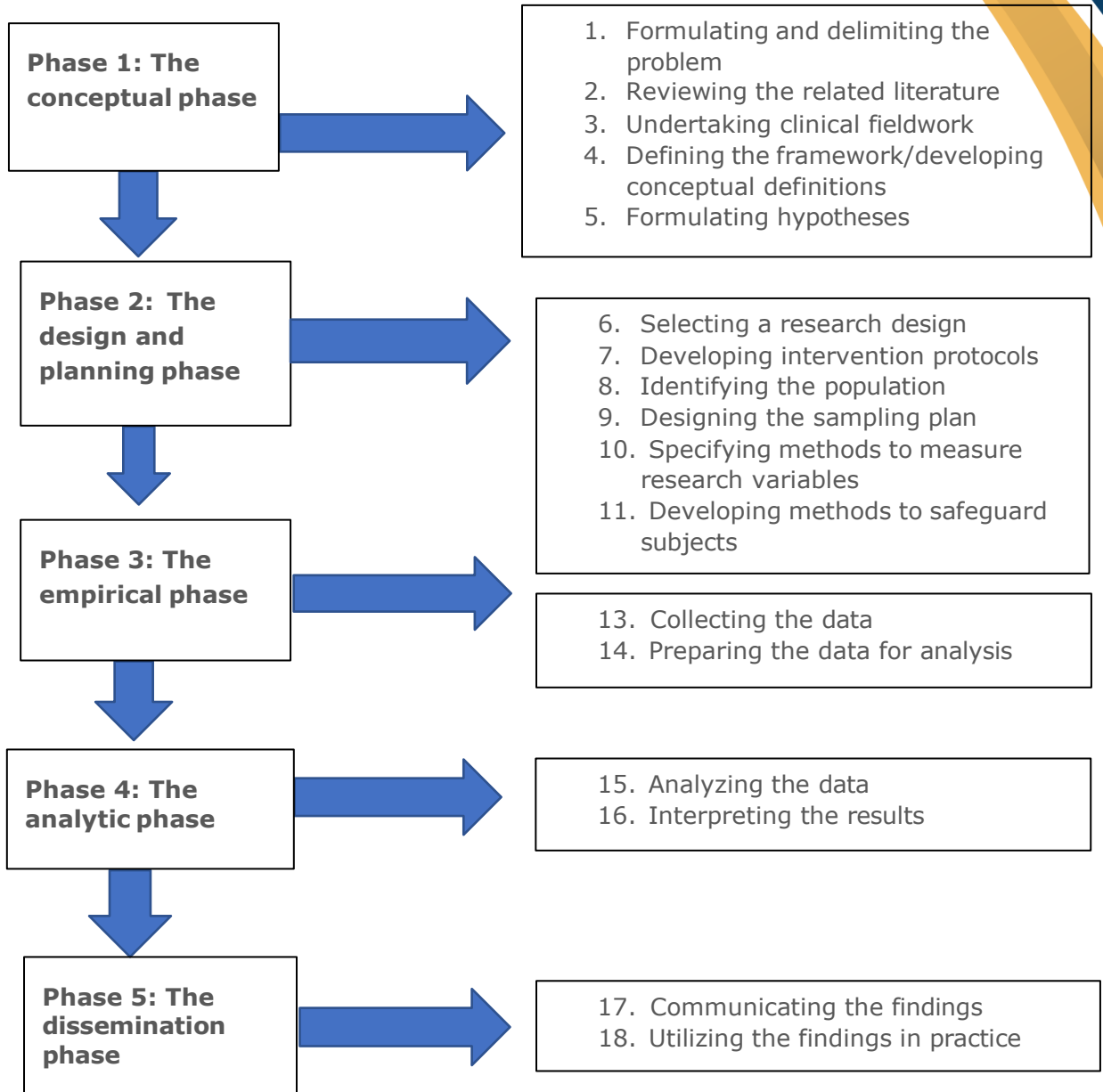


Figure 4

Quantitative Research Process
(Adapted from Polit, et. Al, 2010)

D. Guidelines for Research Paper Writing Baccalaureate Thesis/Feasibility Study

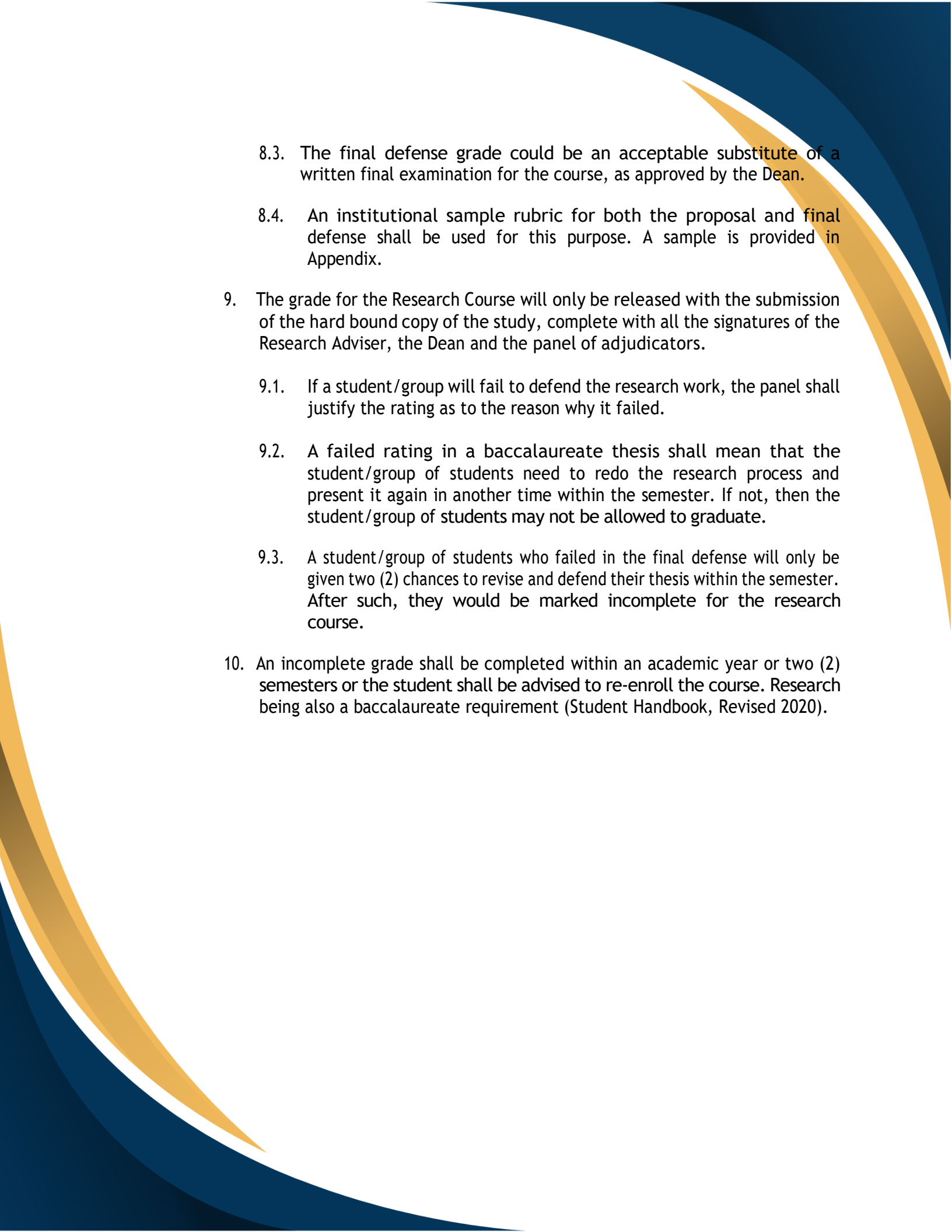
College students usually in their junior or senior years, depending on the program enrolled, are involved in research. Generally, two semesters are allotted for this endeavor that is done as a group. Research/thesis or the Feasibility Study, in this case is conducted in fulfillment of a course and as a baccalaureate requirement.

Each program has its own research protocols culled from the institutional policies and guidelines, to wit:

1. The research/study has to be conducted within the time period as the course is offered;
2. Each student should be able to develop the competencies required in research, amidst group accomplishment of the requirement. The Department shall ensure that this is developed.
3. The topic proposed shall be submitted for approval by the Dean through the recommendation of the Research Adviser, duly noted by the Academic Coordinator and or/its equivalent in the department/college.
4. The **research presentation** has to be divided in at least two (2) phases, e.g. proposal defense and final defense. The Department may opt to also conduct a Title defense.
 - 4.1. The **title defense** is done in order to direct new researchers as to the feasibility, researchability and significance of the topic. This activity should help student-researchers in narrowing its focus of study to ensure that it will be finished within time frame planned for the conduct of research;
 - 4.2. The title defense shall have the following parts and should conform to the institutional format
 - 4.3. Proposal defense or title defense shall be witnessed by a panel of adjudicators chosen based on expertise and/or experience in consonant to the topic proposed;
 - 4.4. The proposal defense shall cover Chapters 1 and 2 of the study, or as may be decided by the Research Coordinator of the College as approved by the Dean;

- 4.5. The contents of the proposal defense manuscript shall be based on the institutional research format;
- 4.6. The final defense will include the presentation of the whole paper centering on the results, summary, conclusion and recommendations of the study;
- 4.7. All presentations should within two hours. Twenty (20) minutes of which shall be allotted to the oral presentation and the rest for the Question and Answer portion
 - 4.7.1 All group members must be able to answer questions in order to assess their research competence and of the study authenticity
 - 4.7.2 A group member could be helped by anyone should he/she find it hard to understand or answer the question. The panel may rephrase the question for clarity.
- 4.8. During the presentations, the Research Adviser shall take note of all recommendations/revisions to be made using a summary of panel recommendations form
- 4.9. For virtual (online) defense, the Google Class account of the course shall be used as the platform. A recording could be made to document the procedure.
 - 4.9.1. The grading system and all research processes/protocols for offline or Face-to-face presentations shall be the same.
 - 4.9.2. A longer time period of questions and answer shall be allotted in order to satisfy the lag time that may happen during the presentation.
5. The **panel of adjudicators** shall be at least three (3), unless otherwise specified based on some acceptable limitations (e.g. limited experts on the topic of study) that could be justified by the Research Adviser, upon the recommendation of the Research Coordinator for the College/Department, and the approval of the Dean.
 - 5.1. The panel members of the proposal defense shall be the same until the final defense.
 - 5.2. Copies of the manuscript shall be submitted to the panel a week before the scheduled date of defense. A demerit system shall be employed at the discretion of the College. A point from the final defense grade shall be deducted for every day tardy, is suggested.

6. The **objectives** of the proposal defense are focused on its feasibility, researchability and significance.
 - 6.1. **Feasibility** refers to the chance of the study being realized based on the limitations of the researcher and other factors. Limitations could be expressed as financial, time, resource feasibility, etc.
 - 6.2. **Researchability** refers to the possibility of completing the study based on the steps of conducting the study, e.g. availability of participants, the likelihood of the data gathering protocols proposed, as well as its ethical and legal consequences.
 - 6.3. **Significance** is assessed based on the benefits that the findings of the study would provide to the participants, personally or professionally; to the institution and the society as a whole. Significance of a study is also determined based on its “fitness” into the research agenda of the institution.
7. The **objectives of the final defense** are centered on the appropriateness of the gathered data to address the research questions. Hence, measures of determining the adequacy of sample, the ethical considerations instituted in all steps of the research process are evaluated. The authenticity of the study and its replicability is also determined. Moreover:
 - 7.1. The oral defense must be held in the College as recommended by the Panel, authorized by the Dean/Department Head in agreed date and time.
 - 7.2. The defense may be held only if the research manuscript had been received by the panel members within 2 weeks before its actual date of conduct, and that all panel members are present.
8. An approved **rubric** by the department/college shall be used to adequately assess the research competencies of the students based on their output, e.g. written and the oral presentation.
 - 8.1. It is recommended that the final written output be graded as a group while the oral presentation be graded individually.
 - 8.2. As such, the individual thesis grade shall be composed of 50% written (group) report and 50% oral (individual) reports.

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- 8.3. The final defense grade could be an acceptable substitute of a written final examination for the course, as approved by the Dean.
 - 8.4. An institutional sample rubric for both the proposal and final defense shall be used for this purpose. A sample is provided in Appendix.
 9. The grade for the Research Course will only be released with the submission of the hard bound copy of the study, complete with all the signatures of the Research Adviser, the Dean and the panel of adjudicators.
 - 9.1. If a student/group will fail to defend the research work, the panel shall justify the rating as to the reason why it failed.
 - 9.2. A failed rating in a baccalaureate thesis shall mean that the student/group of students need to redo the research process and present it again in another time within the semester. If not, then the student/group of students may not be allowed to graduate.
 - 9.3. A student/group of students who failed in the final defense will only be given two (2) chances to revise and defend their thesis within the semester. After such, they would be marked incomplete for the research course.
 10. An incomplete grade shall be completed within an academic year or two (2) semesters or the student shall be advised to re-enroll the course. Research being also a baccalaureate requirement (Student Handbook, Revised 2020).

RESEARCH OUTPUT DISSEMINATION, PUBLICATION AND UTILIZATION

SJDEFI believes that the use and benefits of any research are judged through its dissemination, publication and utilization. It is expected that research outputs are disseminated and distributed to a wider audience in various ways through presentation, publication and social media communications.

E. The Research Forum

This research-enriched endeavor of the SJDEFI-College, shall be done yearly preferably every second Friday of June. All researches completed by members of the academic community, e.g. students and personnel shall be presented, whether in-campus or virtually.

The best thesis shall be chosen and awarded based on the highest accumulated ratings of a panel of reactors composed of authorities in the field of research. A rubric shall be used in rating the research. This should be updated yearly or on its applicability.

A medal and certificate of appreciation shall be given to the winners of every Department and for the Champion Research Project. A certificate for the best Poster presentation shall also be given. Each presenter shall also be given a certificate of participation.

F. Colloquia/Conference

Whether organized by the College or its partners, a Research Colloquia/Conference/Symposium shall be held in-campus or virtually to exhibit the studies made by the students, personnel. This could be invitational or not and will be scheduled in every month of September yearly.

G. The Book of Abstract

This is a compilation of all study completed during the academic year by the students and personnel. This will be collected and compiled in a book by the Office of Research, Innovation and Quality Assurance based on the submitted study abstracts by the Department/College a month after the school calendar for that academic year end.

A copy of the Book of Abstract shall be provided for each of the Departments for information dissemination and research utilization

RESEARCH INCENTIVES, GRANTS AND SUBSIDIES

Researchers are entitled to incentives to be encouraged to do more researches. Incentives can be monetary, non-monetary or both, which include other professional services, publication incentive, additional funding and other additional research and development-related awards.

H. Policy on Research Incentive

The researcher is compensated based on the nature of research and the research coverage or applicability of findings:

1. Research Coordinators are entitled to de-loading incentives or are given a three-unit equivalent teaching load per semester.
2. Any regular full-time faculty member/part-time employee who wishes to engage in research shall be given incentives based on full completion of research as follows:

Table 3

Bases for Employee and Collaborative Research Incentive

Nature of Research	Base Unit	Research Coverage/Applicability	Units	Total Units
Basic/ Applied	3	Departmental/ Collegiate	5	8
		Institutional	8	11
		Regional	10	13
		Nationwide	15	18
		International	17	20

3. One unit is equivalent to one thousand pesos (Php), thus, the highest amount awarded would be twenty thousand pesos for researches with international coverage;
4. Any employee or student whose research is accepted for paper presentation in the regional, national or international forum may request for monetary subsidy to RIQA Office. Subsidy shall be given based on approved research budget allocated for the college/department.
5. In addition to completed monetary incentives, for refereed/peer-reviewed journal, faculty members are also entitled for the following publication incentives:
 - International Refereed Journal - Php 15,000
 - National Refereed Journal - Php 10,000
 - Institutional Refereed/Peer Reviewed Journal -Php 5,000
6. Allocation of incentives shall be submitted/channeled to designated offices for approval.
7. Monetary incentives can be claimed only once regardless the number of times a research is presented or published.
8. The same incentive shall also be given for externally-funded or non-funded research made by the faculty provided it is registered to IRC.
9. All application for allocation of incentives shall be facilitated by the Office of RIQA
10. For unfinished researches, it could be continued by the RIQA Office or by any personnel interested. The incentive however that had been awarded, may be paid back to the College through salary deduction or as decided upon by the Research Committee and the Office of Finance and Administrative Services.
11. Other assistance that could be extended are the technical expertise of the RIQA office, e.g. in the collation of results and in the review of the manuscript;
12. The research incentive could be revised through a Memorandum issued by the office of RIQA so as to inform the academic community of the changes. It could also be posted in the Announcement Section of the RIQA Bulletin Board .

13. Research incentive shall be awarded based on the following:
 - a. Approved proposal, 30% of the total computed incentive;
 - b. Final completion, with the submission of at least one (1) hard bound copy, 100% of the total computed incentive;
 - c. Final payment shall be given only to the proponent(s) when the research is successfully completed, presented in any in-house research conference and submitted the final copy (suggestions and comments of evaluators had been incorporated) to the Office of Research, Innovation, Quality and Assurance.
14. For commissioned research, any faculty member or a group of faculty members/administrative staff may be commissioned by the College or by outside entities through the College to research a specific subject. The proposal should be written by the faculty member/s and/or administrative personnel that have been tasked with conducting the research. If a faculty member or a college is invited and commissioned to do research, this should be reported and coordinated by the IRC. The heads of both the College and the commissioning agency, or their authorized agents, must sign a Memorandum of Understanding (MOA) outlining the parties' responsibilities.
15. The College shall give recognition and monetary incentives to any employee/student researcher whose scholarly research has been recognized by research organization subject to availability of funds

The Research Content and Format

The research project should follow this format.

1. The Preliminary Pages

1.1. Title Page. The title and name of the researcher should be in upper case. It should not contain abbreviations, symbols or expression requiring sub/superscripts or other notations. The title should be written in two or three lines arranged in inverted pyramid form, if possible, without syllabication. Please refer to Appendix A

1.2. Approval Sheet

1.3. Acknowledgement

1.4. Abstract

The Abstract should contain a brief introduction, comprehensive summary of the contents of the research problem, methods, ethical considerations, results and conclusions, and recommendations.

Text should not exceed 300 words and is written in past tense. The first line is not indented: the text is left justified. The heading ABSTRACT should be bold, centered, and in uppercase.

1.5. Table of contents: This indicates the corresponding pages of the major sections/chapters/subsections. There is no need to place dotted line from the last word to the page number.

1.6. List of Table

1.7. List of Figures

2. Chapter 1

This section is labelled as The Problem and Review of Related Literature. Herein is the Introduction, the background of the study, the related literature, the theoretical/conceptual framework, the statement of the problem and hypothesis if applicable. The significance of the study is also found here with the definition of terms.

Introduction

Discuss the motivation for studying the problem. What theoretical and/or practical situation brought about this study? Of what application is the problem or what is significance? The goal is to describe the problem in broad strokes, Justify the study, and capture the interest of the reader.

The overview of the study has no heading. This, as well as the rest of the introduction, is written in the present tense. Sections within the chapter follow one after the other, with no page breaks in between.

Background of the Study

This section is optional, although if needed, this could be included. This is a brief narration of the origin of the problem such as brief history of the locale; and/or justification of the selection and choice of phenomenon/problem. This is necessary if a background is needed because without it the reader will not be clarified about the study.

Review of Literature

This section discusses the theoretical framework of the problem. The goal is to develop your problem conceptually and place in the context previous scientific work. Thus, a conceptual integration of previous research in needed. Point out the themes, gaps, links, and inconsistencies in the literature with the aim to provide a clearer conceptualization of the problem. Avoid presenting a litany of studies that are conceptually disconnected from each other.

This section provides justifications for your problem hypothesis. Why study the problem with this method? What differentiates your approach from what has been previously done?

It is a must that this section should feature, both local and foreign literatures in the last ten years. The number of literatures required would be dependent on the novelty of the study.

A synthesis could be included. Considered as the last part of the review of related literature, it is brief account on how similar or different the current undertaking is to related studies included in the chapter.

Unlike the other sections in Chapter 1, the Review of Literature section is written in the past tense. Begin this section with a heading (bold, centered, upper and lowercase). To enhance the organization, use subheadings.

Theoretical/Conceptual Framework

This is the “creative” section of your work, where you define your research’s theoretical/conceptual frame. It is different from the literature review, in which the discussion and integration of the major theories and/or frameworks that is intended to be used serve as the basis of the conceptual definitions of variables and the laws of interactions or presumed relationships among them. The build-up arguments from the literature review, to the theoretical/conceptual framework, to the research problem and hypothesis should be clear and logical. Further concepts and theories provide strong frameworks for the clear direction of the research undertaking with which the discussion of findings, conclusions and recommendations are consistently aligned or related.

This section may or may not have a visual diagram illustrating the relationships among the variables. Begin this section with a heading (bold, centered, upper and lowercase).

Statement of the Problem (for Quantitative) and Central Question (for Qualitative)

This section presents the specific question/s. The statement of the problem should have several characteristics: Firstly, it should be placed in form of a question; secondly, the question should suggest a relationship between variables to be examined (unless the study is exploratory or descriptive). Thirdly, the research question should imply the possibility or empirical testing. Usually, it is presented in a declarative form. It states the main and sub-problems of the current undertaking. The number of problems depends on the systematic investigation that the researchers would like to find out.

This is written in present tense. Begin this section with a heading (bold, centered, upper and lowercase).

Hypothesis (if applicable)

This section is necessary only if you have particular theory/framework/premise that you are testing. It is presented either in the null or non-directional hypothesis. In the case, of exploratory research, for example, a hypothesis is not necessary.

The hypothesis statement should contain the predicted relationship among variables. Begin this section with a heading (bold, centered, upper and lowercase).

Scope and Delimitation

(For proposal, include in the Chapter 1, for final paper, integrate in the recommendations)

This section contains the theoretical and practical boundaries of the study. It includes the parameters of the topic, subjects and method used. In other words, it will tell the reader that it will be studying “this” but not “that”, and in “this way” but not “that way”. It also includes the limitations as to the kind of results the study will generate.

This refers to the limits of the study or the parameters of the study. The scope on the other hand, refers to the area covered by the study.

This section is written in the past tense. Begin this section with a heading (bold, centered, upper and lowercase).

Significance of the Study

(For proposal, include in the INTRODUCTION; for final paper, integrate in DISCUSSION)

This section contains the theoretical and practical reasons why the research is being conducted. It is where you justify why the study should be conducted at all. This may include the person/s or institution that may benefit the study

Begin this section with a heading (bold, centered, upper and lowercase).

Definition of Terms

This section presents the operational meaning / frames of references of the terms used in the study. This gives the readers a better understanding of the study.

Begin this section with a heading (bold, centered, upper and lowercase).

3. Chapter 2

This is labelled as the Method of the Study. It contains the research design, the participants, the sampling technique, the setting of the study, the measures used in data gathering, the gathering process and the analysis.

Research Design

Like the first chapter, the method chapter begins with an overview of the design deemed appropriate to the objective of the study. The research design is the plan or structure for

conducting a study, whether is it experimental, quasi-experimental, correlation, case- study exploratory, etc. it summarizes the set of procedures that you will use to obtain the data to answer your research problems (e.g., how participants were assigned a group).

The overview has no heading. The entire chapter is written in the past tense, unless in a proposal where it is written in a future tense. Sections in this chapter follow one after the other, with no page break in between.

Participants

This section should include the number and relevant characteristics of the respondents or participants, as well as the sampling plan or design.

Tables and/or figures may be used to simplify the presentation of the demographic characteristics of the participants.

Begin the section with heading (bold, centered, upper and lowercase).

Setting (if applicable)

This section is included only if the setting is of particular significance or importance; for example, if a specific community of organization is being studied. Describe the relevant characteristics of the setting, especially if this has bearing on the research problem, method, and results.

Begin this section with heading (bold, centered, upper and lowercase).

Measures (Research Instrument/Instrumentation)

In this section, discuss the conceptual and operational definition (a description of how variable will be measured and observed) of each variable. In an experiment, the measurement of the dependent variables is described here. If using an instrument, include the source, number of items and type of scale, scoring, reliability and validity of instruments. If constructing your own instrument, it includes the details of the steps/procedures you look into to develop the scale. In other words, the researcher discusses here the instrument used to gather the necessary data to answer the specific problems posed/raised in the study.

Validation of Instrument. This includes the procedure on how the instrument was validated. A researcher cites the designations of the people who validated the instrument.

Begin this section with the heading (bold, centered, upper and lowercase).

Procedure (Data-Gathering Procedure) Pre-test (or Pilot Phase)

If applicable, this section contains everything about pretesting process, including the sampled used a description of the materials that were presented, and the actual conduct of the pre-test procedures. Report the relevant results of your pretest and resulting adjustment or modifications you made, especially in terms of how these effected or determined the final sample, instruments, and procedures that you employed in your study.

Actual Data Gathering Procedure

This part of the data gathering process, discusses the process used when conducting the actual study and includes the step-by-step procedure and how the extraneous variables controlled. This section should also, contain the ethical procedure and how the extraneous variables controlled. This section should also contain the ethical procedures applied in this study, for example informed consent, debriefing procedures, etc.

Begin this section with headings are italicized and flushed left. Depending on the complexity of the design and/or procedures, additional subsections may be used (e.g., Apparatus and Material Manipulation of the IV, etc.).

Data Analysis/Treatment of Qualitative/Qualitative Data

(For proposal include the METHOD; for final paper, integrate in the RESULTS)

This section describes the procedures on how the data are to be or were analyzed, be it quantitative or qualitative.

In the proposal, begin this section with a heading (bold, centered, upper and lowercase). In the final paper, this is integrated in the results chapter and has no separate subsection.

4. Chapter 3

This section is labelled as **Results and Discussion**. The presentation of findings is based on the order of the problem statements as reflected in Chapter 1.

Following the background and theoretical/conceptual framework provided in Chapter 1, and the operationalizations and procedures from Chapter II, present the results of the study. Always support your conclusions or claims with the relevant quantitative statistics or qualitative data. Information from the related literature reviewed needs also to be incorporated in the analysis whether in agreement or against that which is known about the topic.

This section determines further if the literature reviewed and included in the manuscript is actually related to or not related to the topic studied. This time, if it is found to be unrelated, then, delete the literature in Chapter 1 to provide congruence.

Results may also be organized according to research question and hypothesis, or according to variable. Make judicious use of subsections and subheadings. Use tables and figures to clearly present results and statistical data. APA guidelines must be strictly followed. For formatting guidelines of tables and figures, refers to APA manual 2007 edition. This section is generally written in past tense except referring to a table or figure within the text (e.g., "Table 1 shows that").

This chapter is where the results are interpreted, evaluated, and place in context. Interpret your findings: What do they mean? Discuss why the proposed hypotheses (if any) were not supported. Place your findings in context by discussing how the result relates to previous findings/research. What do they contribute to the research area?

Discuss the limitations of your study, and note internal and external validity issues in relation to the topic, design, participants, tools, and other problems encountered in the conduct of the research. This section may be integrated in the general discussion or place in a separate section (depending

on the nature of your study). In the latter case, begin the section with a heading (Limitations), bold, centered, and in upper and lowercase. The entire discussion is written in the present tense. To enhance organization, use subheadings. (Refer to APA Manual 6th edition).

Implications may also be included in the discussion of your analysis. What are the implications of your findings for theory, research, and application or practice? This section discusses the key ideas that the reader can draw from the study that may be applied to similar areas of concern. Comment on future directions in this area, including implications on how the work can be extended or improved for both research and practice.

Begin this section with a heading (bold, centered, upper and lowercase).

5. Chapter 4

This section is labelled as Summary, Recommendations and Conclusions. This chapter summarizes your most important findings and the implications and conclusions that can be derived from them in a concise manner. Recommendations proposes what could be done in the future in order to address the limitations of the study initially mentioned in Chapter 1 and measures on how to use findings of the study.