

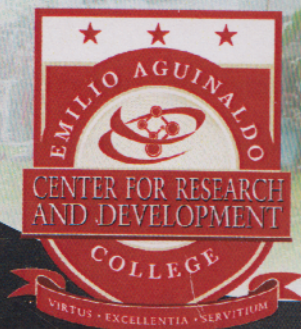
EMILIO AGUINALDO COLLEGE

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MANUAL ON THESIS WRITING



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Table of Contents

Philosophy.....	1
Vision	1
Mission.....	1
Educational Objectives	1
Quality Policy	1
Quality Objectives.....	2
Core Values	2
Introduction	3
 Part I: RDO @ Focus	
Vision.....	4
Mission.....	4
The Research Core Values.....	4
Research Objective.....	5
Research and Development Office.....	5
Research Coordinators	5
The Institutional Research Agenda.....	6
 Part II: Research Guide	
Objectives of Research.....	8
Motivation in Research	8
Types of Research.....	8
Research Classification.....	9
Research Code of Ethics and Principles.....	11
Research Misconduct.....	13
Research Seminars and Conferences.....	13
Research Recognition.....	14
Research Dissemination.....	14
 Part III: Guidelines in Thesis Writing	
What is a Research?.....	15
What is a Thesis?.....	15
What it Takes to Write a Thesis?.....	15
Thesis Topic: Choice, Proposal and Approval.....	16
Assessing Prospective Thesis Topic.....	17

Writing Thesis Proposal.....	18
Writing the Full Thesis.....	19
Writing Chapter I: Introduction.....	20
Writing Chapter II: Review of Related Literature.....	21
Writing Chapter III: Methodology.....	24
Writing Chapter IV: Results and Discussion.....	25
Writing Chapter V: Summary, Conclusion and Recommendation.....	27
Revealing Secrets to Successful Thesis Writing.....	29
 Part IV: Thesis Format	
Preparation of the Manuscript	32
Thesis Manuscript Outline.....	33
Other Matters.....	35
 Part V: Guidelines for Thesis Defense.....	36
Oral Defense Fees.....	36
The Oral Defense Team.....	37
Terms of Reference	37
Thesis Students.....	37
Thesis Adviser	38
Thesis Professor.....	39
Member of the Panel.....	40
Language Editor.....	40
Data Analyst.....	41
Publication of Research Outputs in EAC Research Journal.....	42
Format of the research Article for Publication.....	42
 References.....	44
Appendices	
Format of the research for Publication.....	47
 Sample Preliminaries	
Title Page.....	49
Approval Sheet.....	50
Certificate of Originality.....	51
Abstract.....	52

Sample Appendices	
Title Proposal	53
Request/Endorsement for Proposal Defense.....	54
Request/Endorsement for Final Defense.....	55
Appointment of Research Adviser.....	56
Appointment of the Panel of Examiner.....	57
Assignment of Language Editing.....	58
Assignment of Technical Editing.....	59
Assignment of Statistician.....	60
Consultation Log Sheet.....	61
Thesis Examiner's Independent Evaluation.....	62
Proposal Defense Score Sheet.....	63
Final Defense Score Sheet.....	64
Certificate of Language Editing.....	65
Certificate of Technical Editing.....	66
Certificate of Statistical Analysis.....	67
Timetable of Research.....	68
Budgetary Estimate.....	69
Routing Slip of Final Manuscript.....	70

EMILIO AGUINALDO COLLEGE

PHILOSOPHY

Emilio Aguinaldo College is a private, non-sectarian institution of learning that fosters equal and fair opportunities for the holistic development of persons conscious of their national identity and their roles in the global community.

VISION

Emilio Aguinaldo College envisions itself as an internationally recognized autonomous academic institution rooted in its nationalist tradition that consistently pursues advancement and welfare of humanity.

MISSION

Emilio Aguinaldo College provides an outcomes-based education with relevant curricula geared towards excellent research, active industry cooperation and sustainable community extension.

EDUCATIONAL OBJECTIVES

The objectives of Emilio Aguinaldo College are to:

- offer opportunities for quality and relevant education to all;
- cultivate the intellectual, spiritual, moral, social and physical aspects of a person;
- instill appreciation of pride for one's national identity; and
- produce graduates of global quality equipped with competencies in their field of expertise.

QUALITY POLICY

Emilio Aguinaldo College commits to the continuous improvement of quality standards with emphasis on instruction, research and community service to benefit its stakeholders.

QUALITY OBJECTIVES

The objectives of the Emilio Aguinaldo College are to:

Adhere to all statutory and regulatory standards;

Provide consistent quality service to the students, parents and other stakeholders; and

Respond to periodic system review for continual improvement on quality standards.

CORE VALUES

Virtue

Emilio Aguinaldo College integrates knowledge and understanding among Emilians equipping them with wisdom to choose to do only the right thing.

Excellence

Emilio Aguinaldo College inculcates among Emilians the habit of doing only the best in all undertakings.

Service

Emilio Aguinaldo College develops among Emilians a strong sense of duty and responsibility of helping others for the school, community, country and Mother Nature.

INTRODUCTION

The beginnings of the Emilio Aguinaldo College Cavite are attributed to Dr. Paulo C. Campos, then President of the University Physicians Services Incorporated (UPSI), which acquired the Marian College in Manila in 1973. Eventually, the school became Emilio Aguinaldo College (*EAC Faculty Manual, 2016*).

In its quest to achieve academic excellence and standards, the Research and Development Office (RDO) has become an innate function of the College. Created by the Board of Trustees in August 22, 1994 with Dr. Cecilia P. Reyes as its founding Director, it aims to utilize its human resource in formulating and conducting research programs and projects within the priority areas of the institution and of the national government.

Research is one of the three key functions of Higher Educational Institutions (HEIs), along with instruction and community extension. The College strives to keep up with the challenges and demands brought about by changes in the socio-economic conditions of the country. The RDO serves as a core for the generation of new knowledge and center for innovative researches. It mobilizes and evaluates research outputs, publishes researches, develops the research capacity and capability of the faculty and the students, establishes the research culture in the institution, and encourages researches to establish collaboration with students and researches in other institutions.

This Manual on Thesis Writing will serve as reference to our dear students in the conduct of their research in various disciplines. This Manual will also standardize the entire research process of Emilio Aguinaldo College-Cavite.

PART I: RDO @ FOCUS

RESEARCH AND DEVELOPMENT OFFICE VISION, MISSION AND CORE VALUES

VISION

The Research and Development Office (RDO) envisions itself as the center of research excellence equipped with the capacity to strategically influence its intellectual assets and knowledge resources to pro-actively respond to the needs of the changing landscape of the institutional, regional, national, and global environments.

MISSION

The RDO promotes inter and multidisciplinary collaborations and external linkages and recognizes, publishes, and utilizes research outputs that answer the development needs of the academe and human communities.

RESEARCH CORE VALUES

Research values are the core values of Emilio Aguinaldo College. EAC commits itself to propagate and instill the following core values in all its undertakings:

VIRTUE

Integrates knowledge and understanding among Emilians equipping them with wisdom to choose to do only the right thing.

SERVICE

Develops among Emilians a strong sense of duty and responsibility of helping others for the school, community, country and Mother Nature.

EXCELLENCE

Inculcates among Emilians the habit of doing only the best in all undertakings.

RESEARCH OBJECTIVES

1. Nurture the capabilities of EAC to undertake research by
 - a. Coordinating and monitoring research activities in the campus;
 - b. Disseminating research activities through colloquiums, symposia, and publications;
 - c. Seeking technical assistance and services of external research reviewers, specialists and experts; and
 - d. Attending local and international conferences, seminars and workshops that enhance capabilities in research and planning.
2. Assist in the preparation of the research plan for the different Schools, Departments and Offices to ensure research productivity; and
3. Develop and establish linkages with outside research agencies.

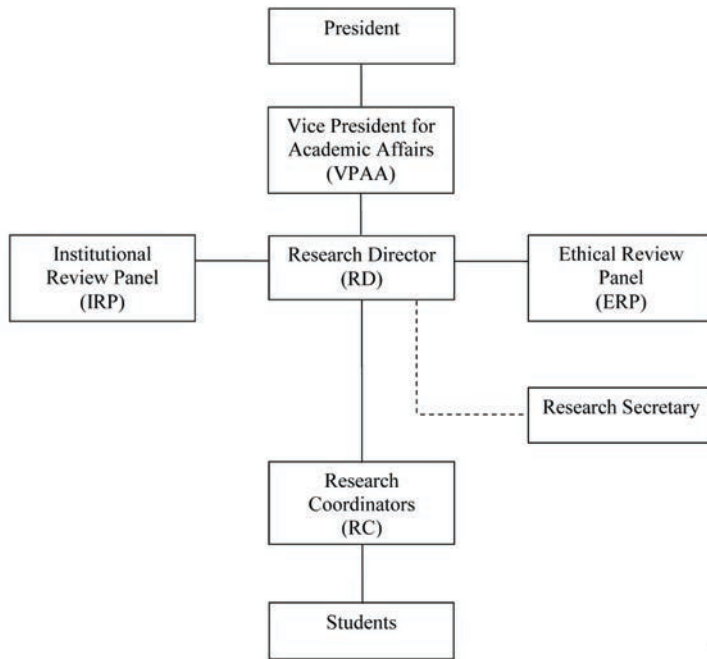
RESEARCH AND DEVELOPMENT OFFICE (RDO)

The EAC Research and Development Office (RDO) serves as a core for the generation of new knowledge and center for innovative researches. It mobilizes and evaluates research outputs and publishes researches both in local and international arena. The RDO aims to develop the research capacity and capability of the faculty and the students, establish a research culture in the institution and encourage researchers to establish collaboration with students and researchers in other institution.

RESEARCH COORDINATORS (RC)

The Research Coordinators (RC) are the anchored researchers coming from the different Schools and Departments of EAC. Basically, the members serve the following functions:

1. Review, formulate, recommend and monitor the implementation of research policies and guidelines;
2. Identify potential researchers and facilitate conceptualization of students, teaching and non-teaching research projects;
3. Screen research proposals and evaluate outputs; and
4. Coordinate the task and activities of RDO with the different Schools and Departments.



6

Figure 1 The Organizational Structure

THE INSTITUTIONAL RESEARCH AGENDA

Research shall be given primary focus and importance in all programs in order to train faculty members, staff and students to conduct independent investigation. The importance and justification for the conduct of research rests on the fact that research generally precedes development. As an academic function, research is one of the major sources of knowledge and innovation. As such, it shall generally support and enhance both instruction and extension services of the institution.

The EAC Research Agenda (RA) and its priorities are consistent with the Commission on Higher Education (CHED), National Higher Education Research Agenda (NHERA - 2009-2018), Department of Science and Technology (DOST), National Health Unified Research Agenda (NHURA), National Research Council of the Philippines (NRCP) and Department of Education (DepEd).

The Institutional Research Agenda for 2015 - 2020 are as follows:

1. Food Security and Functional Foods
2. Alternative Energy Sources
3. Climate Change, Environment, Disaster Risk Reduction and Management
4. Smart System and Application Development
5. Lifestyle and Infectious Diseases
6. Alternative and Complementary Medicine
7. Environmental and Occupational Health
8. Health Information Technology
9. Community Development
10. Culture, Gender and New Media
11. Human Security
12. Educational Development
13. Institutional Services Improvement
14. Incubation House for Products Development
15. Alumni Graduate Tracer Studies

In order to achieve the success of the Institutional Research Agenda, each School should focus on research topics specifically aligned to them.

PART II: RESEARCH GUIDE

Objectives of Research

The purpose of research is to discover answers to questions through the application of scientific procedures. The main objective of research is to find out the truth which is hidden and which has not been discovered yet. Though each research study has its own specific objective, it falls into a number of the following broad groupings:

1. To gain familiarity with a phenomenon or to achieve new insights into it;
2. To portray accurately the characteristics of a particular individual, situation or a group;
3. To determine the frequency with which something occurs or with which it is associated with something else; and
4. To test the hypothesis of a casual relationship between variables.

Motivation in Research

What makes people undertake research? Here are the possible fundamental reasons:

1. Desire to get a research degree along with its consequential benefits;
2. Desire to face the challenge in solving the unsolved problem or concern over practical problems;
3. Desire to get intellectual fulfillment of doing some creative works;
4. Desire to be of service to society; and
5. Desire to get respectability.

Types of Research

Research is a systematic investigative process used to enrich knowledge by discovering new facts about a subject that are justified and communicated. It is divided into two categories:

Basic or pure research, such as experimental or theoretical investigations, is conducted mainly to acquire new knowledge of the underlying phenomena and observable facts without any particular application.

Applied Research is directed mainly towards a specific practical aim or objective. It is also an original investigation to acquire new knowledge. Its aim is to contribute solutions to an existing problem.

However, in some instances, researches can fall in any of the following categories:

Faculty research is a research undertaken by faculty members as part of their academic function or productive scholarly activity such as action research and test development.

Institutional research is a research initiated by the EAC to address needs, problems and resources. It is used as a basis for the development of programs. It can also involve experimental studies on various innovations and improvement of instructional technology.

Commissioned research is a research that is externally initiated and funded by the agency or organization commissioning the project.

Research Classification

1. According to Form

a. Scientific Research

A scientific research relies on the application of the scientific method, that is, from observation, data gathering, processing and experimentation. This provides scientific information and theories for the explanation of nature and the properties of a phenomenon or the world.

b. Humanities Research

This type of research generally involves interpreting a phenomenon, text or a work of art within a historical, philosophical, aesthetic or cultural context, making connections, exploring meanings and uncovering contradictions. It is often interdisciplinary, bridging literature and history, philosophy and art, or music and religion. Researchers are more likely to draw their materials from texts and artifacts rather than experimentation and usual gathering procedures.

2. According to Method or Design

a. Quantitative Research

Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. It usually involves the use of structured questions, where the response options have been pre-determined and a large number of participants is involved.

b. Qualitative Research

Qualitative research is concerned with phenomenon relating to or involving quality or kind. This type of research aims at discovering the underlying motives and desires, using in-depth interviews for the purpose. Other techniques are word association tests, sentence completion tests, story completion tests and similar other projective techniques.

This type of research is especially important in the behavioral sciences where the aim is to discover the underlying motives of human behavior.

c. Mixed Method Research

Mixed method research is a methodology for conducting research that involves collecting, analyzing and integrating quantitative and qualitative research. This approach is employed when integration provides a better understanding of the research problem than either of each alone.

One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, which is the use of several means (methods, data sources, and researchers) to examine the same phenomenon.

d. Action Research

Action research is a disciplined process of inquiry conducted by and for those taking action. The primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions.

It is initiated to address a social issue or solve an immediate problem or action as a result of findings, set within a long term progressive, cyclical or reflective process.

RESEARCH CODE OF ETHICS AND PRINCIPLES

In all research situations, the researchers shall uphold and respect the principles of respect and protection, transparency, scientific and academic professionalism, and accountability (HSRC, 2012).

1. The Principle of Respect and Protection

- a. Research and the pursuit of knowledge should never be regarded as the supreme goal at the expense of participants' personal, social and cultural values.
- b. The researcher must respect the autonomy and protect the welfare of all participants. This consent should be given in writing especially if the research is sensitive in nature. The researcher should be concerned particularly about the rights and interest of more vulnerable participants such as children, the aged and disabled. In general, all research must observe the international norms of avoiding harm, providing benefit wherever possible and acting justly.
- c. Research that can be done with adults should never be done with children. In any case that the children were the participants, legal consent should be given in writing by the parents, guardians or custodians.
- d. The researcher should respect the right of the individuals to refuse to participate in research and to withdraw their participation at any stage.
- e. The information obtained that may reveal the identity of a participant or an institution should be treated as confidential unless the participant or the institution agrees to its release.
- f. Participating individuals and institutions should be allowed to respond anonymously or under a pseudonym to protect their privacy. The researcher should be constantly aware that the research may prejudice the position of the research participants if measures are not taken to prevent such prejudice.
- g. Participants may be suitably recompensed on condition that all participants are offered similar rewards and that such rewards are related to the sacrifices required of them to make their contribution, for instance, transport costs, meals, and tokens of appreciation, thereby observing the norms of justice and the avoidance of detriment.

2. The Principle of Transparency
 - a. The researcher should ensure that the participants are clearly briefed on the aims and implications of the research as well as the possible outcomes and benefits of the research. Participants should also be informed of any additional factors that might reasonably be expected to influence their willingness to participate.
 - b. In the communication of their findings, the researchers should subscribe to the principles of honesty, transparency and scrutiny by the public and their peers.
 - c. No financial or other inducement should be offered to participants, whether children or adults, or parents, guardians of children to ensure a particular research result.
3. The Principle of Scientific and Academic Professionalism
 - a. The researchers should conduct their research in accordance with the professional code of conduct in research both inside and out of the institution.
 - b. Researchers should not misuse their positions or knowledge as researchers for personal power or gain.
 - c. Researchers should strive at all times to attain the highest possible level of scientific quality in their research.
4. The Principle of Accountability
 - a. Researchers should ensure that they have an explicit written research mandate from the client, principal, or sponsor in which the general conditions and terms of the research or service (examples: research problem, expected deliverables, financial commitments and framework) are set out clearly.
 - b. The acceptance of a mandate should be sealed by a legally binding written contract/agreement between the parties specifying the terms agreed upon.
 - c. The researcher should recognize the right of the client or principal or sponsor to request information from the researcher at the conclusion of the research – or at any stage in the course of the research. However, interference by clients or principals or sponsors that may jeopardize the scientific integrity of the study or prejudice the interest of the participants in the research may oblige the researchers to cancel the contract.

5. General

- a. The involvement of the participants on the research process should be brought to the attention of the supervisor concerned and should be satisfactorily resolved before the researcher commences the research project.
- b. It will be expected of consultants, researchers and organizations not attached to the institution to adhere to this code of research ethics when participating in research projects with the EAC.
- c. The EAC Research and Development Office invites anybody who, at any stage, enters into a research relationship with the EAC, to cooperate with EAC researchers in upholding the values and principles contained in this Research Code of Ethics and Principles.

RESEARCH MISCONDUCT

Research misconduct includes falsification, fabrication, plagiarism, misrepresentation, deceit or other practices that are in violation of the Research Code of Ethics and Principles. A research misconduct complaint may be filed by any EAC constituent against a researcher to the Director for Research. If the complaint has merit, then, the RDO shall form an Ad Hoc Committee to investigate the research misconduct. Results of the investigation and recommendations shall be forwarded to the VPAA, through the RDO, for appropriate actions. Research misconduct shall be subject to disciplinary action (Inductivo, 2012).

RESEARCH SEMINARS AND CONFERENCES

The EAC constantly offers lectures, seminars and workshops addressed to the students to enrich their research knowledge and skills, to update them with the current trends, topics and methods of research, to convey institutional research principles, processes and procedures, and to inspire them in the overall conduct and impact of research.

RESEARCH RECOGNITIONS

Institutional Best Undergraduate Thesis

The College recognizes and acclaims student undergraduate theses and researches that show exemplary contribution to their respective discipline and to the Institution as a whole. Student researches for the entire academic year shall be evaluated by their Research Teacher/Adviser and initially recommended to the Dean. The Dean will endorse the research paper to the Research and Development Office (RDO) by accomplishing the required forms and documents. The RDO completes the evaluation, conducts a research colloquium and finally endorses the Best Undergraduate Thesis to the VPAA for conferment.

RESEARCH DISSEMINATION

Student Research Colloquium

The College recognizes the scholastic efforts of the students in research by conducting research colloquium and seminars. Students are invited to present their researches in their respective fields to develop their full potential as researchers. Students whose thesis has been chosen as Best Thesis in their respective fields are recommended by the advisers to their Dean for the Research Colloquium.

Student Research Publication

The College issues publications that display students' research contributions in their fields of specialization. The College shall have one Student Journal, a multi-disciplinary student journal showing a selection of the Best Thesis in every discipline. The School Student Journal and/or Book of Abstracts is a publication of each School according to the discipline or cluster of disciplines.

PART III: GUIDELINES IN THESIS WRITING

What is a RESEARCH?

Research refers to scholarly activities or any scientific investigations and/or outputs of such endeavour (ADNU, 2014). It also refers to the substantial addition of new ideas and scientific results to the body of human knowledge as evidenced by research articles of the faculty and students published in high impact journals and presented in reputable research conferences.

What is a THESIS?

A thesis refers to a lengthy research paper written in partial fulfillment of the requirements for an undergraduate or graduate degree (Inductivo, 2014). It may include a solution, an approximate or partial solution, a scientific investigation, or the development of the results leading to the solution of the problem.

The thesis is intended to give the student an opportunity to demonstrate his/her ability to conduct independent or collaborative research on a specific problem within his/her field of specialization.

The elements of thesis researches are:

1. A research topic relevant to the student's field and expertise;
2. An individual or group work that could bring out student's competence in their field of specialization;
3. A discipline-oriented scholarly undertaking and not a purely theoretical piece of research; and
4. An original work.

What it Takes to Write a Thesis?

From the experiences of the students who have completed their thesis, the following set of knowledge, skills and other attributes to complete the task.

1. Knowledge

- a. Principles of and theories in the field of specialization
- b. Characteristics, methods, and instruments of research (educational, qualitative, quantitative, mixed method, experimental)
- c. Use of information and communication technology in research
- d. Specific knowledge related to thesis topic or research problem

2. Skills

- a. Thinking (divergent, convergent, creative, critical systems)
- b. Planning and implementation of research project
- c. Multitasking and time management
- d. Negotiation and interpersonal relations
- e. Written and verbal communications
- f. Problem solving
- g. Searching for related literature, data collection (conducting interviews, observations, survey, archival research)
- h. Data analysis and synthesis
- i. Documentation and management of collected data and information records

3. Other Related Attributes

- a. Imaginativeness, creativity and resourcefulness
- b. Resiliency
- c. Use of connections and networking
- d. Intellectual stamina

Thesis Topic: Choice, Proposal and Approval

Choosing a topic is primarily the main concern of every student; hence, it is best he/she chooses and works on a thesis topic that he/she is keen on and is really interested about. If he/she has only a slight or marginal interest in his/her thesis topic, it is likely that he/she will give up working on it when the going gets rough.

Having a keen interest in the thesis topic is not enough reason for choosing a topic. The following can account into considerations:

1. The thesis topic should be related to one's field of specialization. This relation should be shown in the rationale, proposal and in full thesis.
2. The investigation should be more than just desktop or library research. It should involve field work or gathering empirical data on the topic from actual research subjects and informants.
3. The thesis topic should be researchable. The researcher should be able to turn it into a specific central research problem and related research questions that can be addressed through a workable research plan involving field work.

4. The thesis topic should be specific and narrow enough to allow the completion of the research plan.
5. The topic should be made SMART! (Specific, Measurable, Achievable, Relevant and Time – related)

Assessing Prospective Thesis Topics

To help a student assess the possible thesis topics, Glatthorn and Joyner (2005) suggested the following selection criteria:

1. Professional significance

The study makes an important contribution to the field in any of these ways:

- a. Tests a theory
- b. Contributes to the development of theory
- c. Extends existing knowledge
- d. Changes prevailing beliefs
- e. Suggests relationships between phenomena
- f. Extends a research methodology or instrument
- g. Provides greater depth of knowledge about previously studied phenomena

The study can also be professionally significant because of the way it examines the topic. Significance does not necessarily mean originality. If a study has been previously done on the same topic or even the same research subjects, put it in your variation: different methodology, different research instruments, more research subjects, etc.

2. Continuing professional interest

This refers to the extent to which the topic will continue to be of interest to the profession or field in general. Avoid studying fads (popular only for a short period of time). Focus on a topic not likely to fade soon.

3. Personal interest

Choose a topic in which you are keenly interested. However, it can also happen that in looking more deeply into a relatively new or unfamiliar topic, you may find it highly interesting.

4. Career advancement

Weigh the impact of your thesis topic on your present and future career. Is it of immediate value to your current school? Is it professionally timely? Will your study enable you to publish a few articles or even a book?

5. Professional knowledge, experience and skills

It may be more advantageous for you to work on a thesis topic that allows you to draw on your professional knowledge and experience and/or your research skills.

6. Likely support

The more support you have, the easier it will be for you to finish your thesis. It will also help if your Thesis Adviser is highly knowledgeable about your research topic.

7. Time required

Make sure that the topic is sufficiently narrow and focused so that it can be intensively studied within a reasonable time.

8. Accessibility

This refers to the issues of access, to prospective research sites, research subjects and informants (including their willingness to provide the information you will need to gather).

Depending on the relative weights you assign to these criteria and the ratings you give each topic across the criteria, your first choice would be the topic that gets the highest total rating.

Writing the Thesis Proposal

The thesis proposal consists of three (3) chapters:

1. Chapter I Introduction
2. Chapter II Review of Related Literature
3. Chapter III Methodology

The thesis proposal is meant to provide three-fold grounding to the thesis topic, the central research problem, the related research questions and the basic research parameters of the proposed study. This three-fold grounding consists of the following (Research and Writing Manual for Master's Thesis, 2013):

1. Grounding in existing knowledge about the topic (the related literature)
2. Grounding in a real-world phenomenon, problem or situation
3. Grounding in a specific context (the research setting and the research sites)

The thesis proposal is also a statement of one's specific research purposes and plans, what he/she intends to do to address his/her central research problem and answer his/her research questions. So a researcher should write most of it in the future tense to convey the fact that he/she will still carry out the required field work and gather the data that he/she will need to answer his/her central research questions.

To minimize the changeovers when the researcher prepares his/her full thesis, it is best that in drafting his/her thesis proposal, he/she already follows the recommended format for the thesis manuscript. At least three (3) drafts of the thesis proposal must be written:

1st draft: Put ideas and facts together. The concern: SUBSTANCE.

2nd draft: Rewrite or revise for coherent and logical thought flow.

The concern: STRUCTURE

3rd draft: Edit for clarity and proofread for correctness.

The concern: STYLE

Writing the Full Thesis

The full thesis is the full report on the research including the fieldwork that has been done on the thesis topic. This should be written in a manner or style that clearly conveys the fact that the study has been completed.

Writing Chapter I: INTRODUCTION

The introduction presents the specific problems of the study and describes the research strategy. This section enables the reader to see at a glance the entire contents of the research work. The introductory chapter is meant, among other things, to answer these questions:

1. What is the study all about? (Essence)
2. Why is the study needed? (Rationale)
3. What are the study's ultimate purposes or goals?
4. What audience or readership does the study target or appeal to?
5. What is significant about the study?
 - a. What contribution will the study make?
 - b. In what way is it different from previous, similar or related studies? Where does the study jump in relation to these studies?
 - c. Why should the study matter to the target audience or readership? Why should they care about the results of the study?
6. What key issues does the study seek to illuminate or draw attention to?
7. What practices does the study seek to influence?
8. Why does the researcher want to conduct the study?
9. What central or main research problem does the study seek to answer or resolve? Why is it important to answer or resolve this problem?
10. How does the study propose to answer or resolve the central or main research problem?

In other words, Chapter I sets up the whole study and shows both importance and its logic chain. It is also meant to do the following:

1. Define and frame the central or main research problem, as well as the related research questions.
2. Present the research problems in their immediate and broader contexts.
3. Concisely define and explain the key terms to be used in the study
4. Define the scope and limitations of the study.

Writing Chapter II: REVIEW OF RELATED LITERATURE

Related literature refers to both published and unpublished materials related to a researcher's topic. However, related is a very relative term. Relatedness can range from very close to tangential. His/her thesis is located at the center of a series of concentric circles representing the sets or categories of published and unpublished materials with different degrees of relatedness to his/her topic. In his/her search for related literature, priority should be given to materials falling in the inner circles and moving on the outer circles as he/she exhausts the possibilities of the inner ones.

A researcher can write his/her Review of Related (RRL) in several ways:

1. Think of the task as writing a narrative essay that integrates, synthesizes, and critiques the important thinking and research on particular topics.
2. Put together an account that will convey to the reader the knowledge and ideas that have been established on the topic by accredited scholars and researchers and know their strengths and weaknesses (Taylor, 2007).
3. Consider the task as that of making an accounting of what is out there on a particular topic or what has been published on a topic (Lichman, 2006) to show that the researcher understands between what is presented and what has preceded it.

Lunenberg and Irby (2008) emphasized that the RRL can illuminate every aspect of a research problem in the following ways:

1. Providing a historical background for it
2. Describing its current status
3. Supporting the purpose of the study
4. Identifying gaps in the literature
5. Becoming aware of variables relevant to the problems
6. Understanding the seminal studies widely cited
7. Identifying the leading scholars relevant to the problem
8. Proposing useful theoretical construct for the study
9. Understanding the application of appropriate methodological procedures
10. Observing comparative studies that assist in analyzing data and interpreting the results.

RRL is significant to every research study. Without it, a researcher will not be able to understand his topic, what has been done on it, how it has been researched and other key issues that surround it. Some authors develop criteria for judging the quality of literature review such as appropriate depth and breadth, rigor and consistency, clarity and brevity, and effective analysis and synthesis.

A good RRL uses the ideas in the literature to justify the researcher's approach to the topic at hand and the selection of research methods to be used and shows that the researcher's work will contribute something new to the current body of knowledge in the field and to the related literature.

Purposes of Review of Related Literature

1. Distinguishing what has been done from what needs to be done
2. Discovering important variables relevant to the topic
3. Synthesizing and gaining a new perspective
4. Identifying relationships between ideas and practice
5. Establishing the context of the topic or problem
6. Rationalizing the significance of the problem
7. Enhancing and acquiring the subject vocabulary
8. Understanding the structure of the subject
9. Relating ideas and theories to application
10. Identifying the main methodologies and research techniques that have been used
11. Placing the research in a historical context to show familiarity with state-of-the-art developments

Additional Tips in Writing your RRL

1. Make good use of related abstract. These can help you quickly figure out the relevance or usefulness of the studies concerned without having to go through the full text.
2. Retrieve the full text of your most relevant or useful sources (books, chapters of books, journals and articles, etc). Make sure to include all bibliographic information.
3. Whenever possible, look for and use primary sources of information.

Things to Avoid in RRL

The RRL should not be and should not read like any of the following:

1. A largely descriptive list of source materials or references on your research topic
2. A “he said, she said” enumeration of summaries of published materials that seem to have some general relation to your research problem
3. A set of paragraphs consisting of paraphrased passages combined with direct quotations from specific authors or works and randomly strung together without any effort to organize, relate, analyze, synthesize or critique them.

How to Organize the RRL

Here are some possible ways of organizing your RRL:

1. Thematic. Arrange the RRL according to general and specific themes, concepts, theories, schools of thought, issues, or points of debate that can be discerned in the literature reviewed.
2. Chronological. Show how the thinking of the experts or key authors or how the debate on your research topic has developed or shifted over time.
3. Combined Thematic and Chronological Approaches. Begin with the chronological overview of early important literature on the topic and then focus on relevant themes, trends or developments highlighted in more recent works.
4. Synthesize and summarize the results of your review into what is and what is not known. What things have been and have not been looked at or are not being looked at about your research problem as well as the approaches or methodologies that have been used in previous research.

The Importance of Selectivity

It is very important to be selective in using and citing sources. In deciding whether to cite a specific material, it is good to consider the following questions:

1. Why should I include this study, source or reference?
2. What is this particular source adding to the development of my thesis?
3. How does it relate to my research problem?
4. How does it help me answer my research questions?

Other possible reasons why you should include a specific source or reference in RRL are:

1. It deals with a theory that undergirds your study.
2. It makes a definite statement about an aspect of your study.
3. It deals with your subject matter or overlaps it.
4. It assists in the maintenance of a coherent argument.
5. It puts your study into an external context.
6. It defines the current state of research in your area.
7. It shows the acknowledgement of the work of others.

Research literature consists of survey of studies, systems and researches conducted from foreign and local settings that pertain to the development of the current topic. The research literature may be subdivided into:

- a. Foreign Literature
- b. Local Literature
- c. Foreign Studies
- d. Local Studies

Writing Chapter III: METHODOLOGY

This section describes how the study will be conducted, how a researcher plans to gather and analyze the data and information that he/she needs in order to answer his/her research questions and ultimately his/her main thesis problem.

The plan should be discussed with enough detail to clarify the points to the thesis panel. Consider the following points:

1. The kind of study a researcher proposes to do, e.g., qualitative-descriptive, case study, phenomenological, ethnographic study, grounded theory, action research, quantitative-experimental, or mixed method study, and reason out why he/she has chosen this kind of study.
2. The matching of the research questions and the research methods or procedures to be used; that is, to show that all research questions can be answered using the proposed research methods or procedures.
3. The flow or sequence of data gathering and analysis showing the specific stages or activities and the corresponding objectives of each stage or activity
4. The plan in recording data and information from interviews, group discussions, experiments, observations, etc.

5. Questions related to research reliability and validity and how these will be addressed in the research.
6. Aspects or issues related to research ethics and how you plan to address or handles them.

This section should be written in the future tense to reflect the fact that it is describing a research plan that will be carried out. In the full thesis, this should be changed in the past tense to indicate that the research has been actually conducted and completed.

If instruments or questionnaires are needed in the research, a copy of the specific test or instruments should be provided as part of the proposal. Describe these instruments and explain why these were chosen.

The approval and disapproval of the proposed methodology depends on the thesis panel. It can well happen that the thesis panel may ask the students to revise portions of the proposed methodology or suggest an altogether different methodology.

Writing Chapter IV: RESULTS AND DISCUSSION

Presentation of Data

This chapter presents the elements and concepts, data and information a researcher has gathered, NOT in their raw form, but after he/she has done the necessary compilation, tabulation, summary, analysis, and interpretation. Appropriate figures should support the statements.

The use of tables, charts and other illustrations will be very helpful to guide the readers in clarifying points made in the text. Show the results in words augmented with few numbers as possible and refer the readers to the more detailed presentation on the tables and charts. Highlight the trends, range of values and other interesting aspects. Do not leave the reader to sort out figures and decide what they mean.

Consider the given points in the preparation of graphs, tables and figures:

1. Number the table, figure and graph and provide a title.
2. Table headings should be brief and separated from other parts of the text.
3. For the body, be selective in what is presented; avoid redundancy.
4. Present information in its most meaningful and appropriate form.
5. Put a legend, a key to symbols placed within the figure.
6. Captions should be indicated with a concise explanation of the figure or graph placed below it.

Analysis and Interpretation

The discussion part should present the principles, relationships and generalizations shown by the results. The results need to be compared and interpreted with those in previously published works. It may be best to discuss the research findings and their implications with the end in view of giving clear and explicit answer to the research problems. Thus, it is recommended that a researcher reiterate his/her central research problem and questions in this chapter and answer them accordingly.

Here are some suggestions to consider:

1. Relate findings from fieldwork to the insights drawn from related literature. The basic idea is to use related literature to light up research findings and help make sense of all data and findings. If the findings seem to be consistent with the literature review, then cite particular points of agreement. On the contrary, if there are inconsistencies, offer plausible explanations for the differences.
2. Draw out and discuss the implications of the research findings and the answers to the central questions. Think of possible questions that those who will read the result may ask “so what?” and address these questions as much as possible. Findings should help the reader understand what the researcher has found out, what his/her findings are all about and how they are related to other areas of concern.
3. Consider to point out the limitations of the findings and the study as a whole. Make the reader see that the aspects of validity and reliability in relation to your methodology and findings have been duly considered.

Writing Chapter V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Present a summary that brings out the significance of the research findings and conclusions. Redeem the claims regarding the purposes and significance of the study by highlighting the corresponding aspects of the study and showing the appropriate connections.

Conclusions

Conclusions should fit together with the findings of the study. Avoid making statements that can give the readers the impression that the findings and conclusions are definitive and incontestable. At the end of every research study, a researcher cannot and should not expect or claim to have resolved all the questions that can be raised about the topic. In research, some questions are unanswered or inadequately addressed such that a new one is raised. The researcher must remember that aside from citing limitations of findings and study as a whole, conclusion should be presented with a sense of contingency and openness to what other researchers may find out.

Recommendations

The recommendations are basically based on the conclusions, arranged accordingly with it, if possible. The recommendations for the future research should include suggested improvements in the way the thesis or research is to be conducted, as well as related future research directions.

Below is a suggested flow chart for conducting the research and thesis writing paper. Side-by-side blocks indicate concurrent actions:

1. Start writing the Introduction after gathering the literature review. Introduction will not be completed, however, until later in the flow chart. As sources are cited throughout the paper, add it to the Reference section.
2. In tables and figures preparation, gaps in the data should be attended to. Return to the experimental mode and collect the missing data.

3. This can be completed in any order.

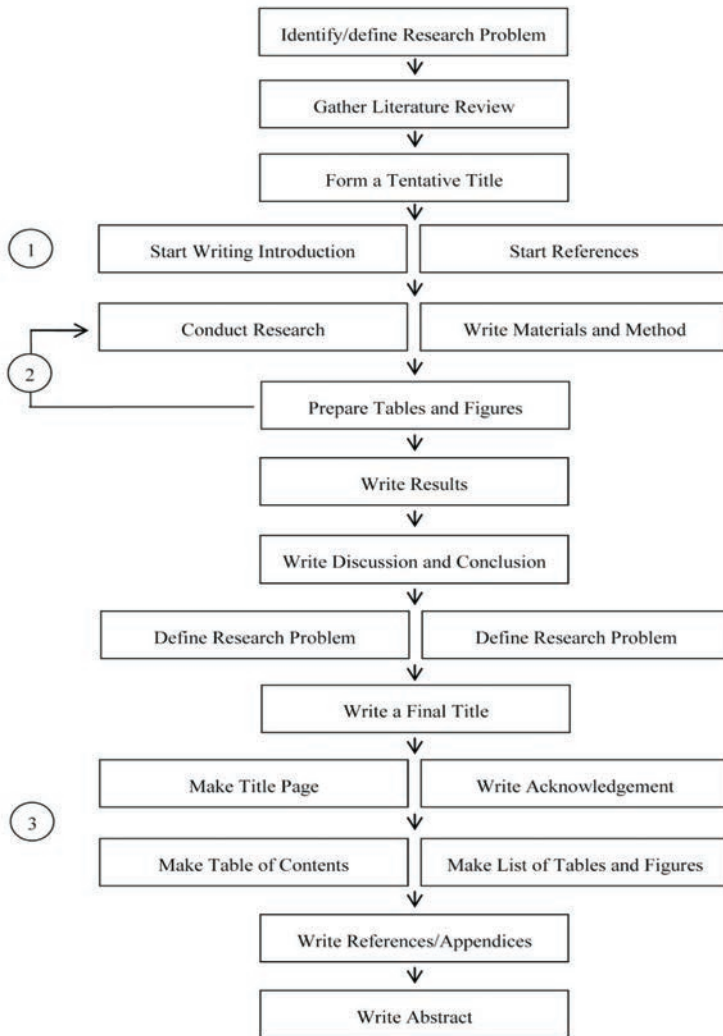


Figure 2 Suggested Flow Chart for Conducting the Research and Thesis Writing Paper

Revealing Secrets to Successful Thesis Writing

Students who graduated from different areas of endeavours share their experiences on writing a thesis. The following common factors drawn from their experiences are given in the list that follows:

1. What topic do you really care about and is keen to work on?

In writing a thesis, there invariably comes a time when practically the only thing that will keep you going is your interest in and your passion for the thesis topic you have chosen. So, it is important that you have to choose your topic well.

2. How closely do you work well with your Thesis Adviser?

Your Thesis Adviser is your No. 1 closest ally. He is not your enemy. Learn how to work effectively with him. Agree with his plan of attack and how the two of you will interact. Keep your Thesis Adviser well informed about the progress of your work. Always remember that the completion of your thesis is your main responsibility, so better take the initiative to keep moving forward.

3. When will you start writing the thesis?

Start early. Writing a thesis especially a good one takes a great deal of time. The truth is, even finding a topic that is researchable and that will interest you may not be that easy. The earlier you deal with your thesis topic, the sooner you can complete your thesis. Do not wait for your Muse to inspire you; you are not writing poetry or music, but a thesis that will require you to step up on the next level of your career.

4. Is your topic realistic, specific and time-bounded?

Instead of thinking about your “relationship goals”, “groupie goals” is the best alternative for those who are writing their thesis. Since you have to complete your thesis within a certain period of time, you need to draw up and follow an appropriate and realistic timetable for your thesis work.

5. Learn to question your questions.

Remember that thesis research is all about asking the right question one most appropriate to your chosen thesis topic. The principal point of reference is the central research problem to be addressed in the thesis, best expressed in question. The central research problem is broken down into a few well-phrased research questions. The different stages of thesis writing process likewise call for asking and answering relevant questions.

6. Your thesis is your document.

You are engaged in scholarly writing so do not underestimate the importance of this aspect of thesis writing, the final output, which will be read and evaluated not only by members of your Thesis Panel but also by peers and experts in your field and by other researchers. Thus, you should exert extra effort to provide accurate and complete documentation of your work, especially the sources you consulted and used in your related literature, the conduct of your fieldworks and how you gathered and analyze the data.

Peer advice, always back up or make a hard copy of your working files.

7. Learn to step back often.

Research can be very intellectually absorbing. As a thesis researcher and writer, you will often find yourself multitasking. Thus, it is important to stop, step back and ask yourself perspective questions such as:

What am I trying to do here?

What have I found so far?

Where should I go from here?

8. Where is your focus?

Always keep your focus. It will be best if you can work continuously on your thesis. This will make it easier for you to build up and sustain the momentum, something that is much needed in thesis writing. You may find obstacles along the way, financial matters, unhealthy situations among the groupmates, pointing fingers on who will do this and that and many other things that may compromise your thesis work. The challenge in this case is not losing your focus and being able to pick up quickly from where you last stopped.

9. Learn to pace yourself.

Writing a thesis is a marathon, a multi-stage race. It is better to learn to pace yourself through the different stages of the process which are basically demanding from one stage to the next. Patience is virtue. Work patiently from draft to revisions as suggested by your Thesis Adviser or by your Thesis Panel. One lesson: do not run out of intellectual stamina.

10. Believe you can complete your thesis.

Completing a thesis is not a mere matter of having a supreme confidence about one's capabilities to bring the task to a successful conclusion. There are many things about thesis writing that lie beyond one's control. But if you expect to be able to put together a whole thesis and successfully defend it, you do need a certain degree of self-confidence and belief that with thoughtful and persevering work, you can do the job.

With this, you will see the importance of working on a topic that is of real interest to you. Believing that your central problem and related questions are worth looking into, your research findings will be of great value and use.

PART IV: THESIS FORMAT

Preparation of the Manuscript

1. Basic Page Format

For both thesis proposal and full thesis, follow these specifications:

- a. Typing and Printing: Type and print on only one side of short bond paper (8.5" x 11"), thick enough so the printing does not show at the back of the paper.
- b. Margins: Top, Right and Bottom: 1.00"
Left: 1.25" to allow for binding
- c. Font Type and Size: Times New Roman; 12 points
- d. Spacing of Text: Use double – space typing within and between paragraphs. To make sure you keep double space typing between paragraphs, check your setting for "Line spacing Options" in the Paragraph Menu. For "Spacing", set both "Before" and "After" at "0" and "Line Spacing" at "Single".
- e. Text Alignment: Use "Justified" format. This means that both the left side and right side of the text will be straight.
- f. Paragraph Indentation: Indent the first line of each paragraph by 0.5".
- g. Page Numbering: The title page is considered the first page of the manuscript but should not bear any page number.

All preliminary pages (those that come after the title page and before the first page of Chapter I) should have page numbers that are formatted at the bottom, right side corner using small Roman numerals (ii, iii, and so on).

All pages beginning from the first page of Chapter I including all appendixes should have page numbers formatted at the bottom lower right side corner using Arabic numerals (1, 2, 3 and so on).

2. Choice of Manual of Style

The thesis manuscript will use the APA 6th edition format for text and reference citations, except for computer studies and engineering which will use ACM and IEEE formats. APA format is the official style of the American Psychological Association (APA) and is commonly used to cite sources in psychology, education and the social sciences. In APA style, the sources in the paper are listed alphabetically on a separate page headed References.

Thesis Manuscript Outline

PRELIMINARIES

i	Title Page (hide the page number)
ii.	Approval Sheet
iii.	Certificate of Originality
iv.	Acknowledgment
v.	Abstract
vi.	Table of Contents
vii.	List of Tables
viii	List of Figures
ix	List of Appendices

CHAPTER 1

INTRODUCTION

Background of the Study
Statement of the Problem and/or (*for Descriptive Research*)
Objectives of the Study (*for Experimental Research*)
Theoretical Framework/Conceptual Framework
Hypothesis (*if applicable*)
Significance of the Study
Scope and Limitation of the Study
Definition of Terms (*Conceptual and /or Operational*)

CHAPTER 2

LITERATURE REVIEW

Review of Related Literature

Foreign Literature

Local Literature

Review of Related Studies

Foreign Studies

Local Studies

Synthesis

(Note: RRL can be written using the thematic or conceptual presentation)

CHAPTER 3

METHODOLOGY

Research Design /Research Methodology

Research Locale

Research Participants/Respondents/Sources
of Data

Sampling Technique

Data Gathering Procedure

Research Instrument (s)

Data Analysis

CHAPTER 4

RESULTS AND DISCUSSION

Data Presentation (Textual, Tabular or Graphic)

Data Analysis, Synthesis, Interpretation

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Conclusions

Recommendations

REFERENCES

APPENDICES

- A. Communication Letters
- B. Research Instrument(s)
- C. Tabulated Statistical Data
- D. Forms
 - a. Assignment of Adviser
 - b. Assignment of Language Editor
 - c. Assignment of Panel
- E. Certifications
 - a. Language Editing
 - b. Technical Editing
 - c. Statistical Analysis
- F. Resumes of the Researchers

Other Matters

1. Binding of the Approved Thesis

Once the Thesis Panel approved the final manuscript including the required revisions, make at least three (3) copies of the approved thesis and have them hard-bound.

The binding should use the prescribed leatherette cover of the School, with the same text of the title page engraved in gold letters on the front cover. The thesis title, your name (first and middle initials and full surname), and the year of approval should also be engraved in gold letters on the spine.

Since you may need to make other copies of your thesis, it will be best for you to print and keep a clear and unbound master copy including the thesis approval sheet and abstract.

2. Submission of Copies of Thesis

Submit at least three (3) copies of bound thesis which will be given to the College, Library, and Thesis Adviser. In addition, you should submit to your School and Library an electronic version (in CD form) of your full thesis.

PART V: GUIDELINES FOR THESIS DEFENSE

Each School is given academic freedom to have peculiarities in the conduct of their undergraduate thesis defense. However, there is a need to institutionalize some guidelines particularly those that have financial and logistics impacts.

Oral Defense Fees

The payment for the thesis proposal and final oral defense will be part of the Tuition Fees under the Miscellaneous and Other Fees. The fees will form part of the honorarium that will be received by the thesis adviser, chairman of the panel, panel members, and language editor. The defense fees are broken down as follows:

A. Thesis Writing 1 (Proposal/Title Defense)		
a. Chairman of the Panel	PhP	700.00
b. Panel Members (2@550)		1,100.00
c. Adviser		1,700.00
d. Meal		400.00
TOTAL	PhP	3,900.00
B. Thesis Writing 2 (Final Oral Defense)		
a. Chairman of the Panel	PhP	700.00
b. Panel Members (2@550)		1,100.00
c. Adviser		1,850.00
d. Language Editor		850.00
e. Meal		400.00
f. SPSS (Data Analysis)		2,000.00
TOTAL	PhP	6,900.00

For Thesis Writing 1, the student who plans to use the SPSS to test the reliability of their survey questionnaires and the like, an additional P 500.00 fee per student must be paid at the Accounting Office.

Students should secure the QF-RDO-001 (*Application for Pre-Oral Defense Form*) or QF-RDO-002 (*Application for Final Oral Defense Form*) from the Research and Development Office (RDO). The form shall be duly signed by the Dean and Thesis Adviser. Students should secure a Meal Reservation Form (MRF) from the General Services Department prior to the date of the defense. Thus, it is expected that each group has already ordered food amounting to PhP 400.00 from the concessionaires before the actual defense.

The Oral Defense Team

The key persons in the oral defense are composed of the thesis adviser, the chairman of the panel and two panel members. The research teacher should, as much as possible, not be assigned to serve as thesis adviser; however, considering the dearth of qualified thesis advisers, this may be done subject to the approval of the Dean/OIC of the different Schools.

The Thesis Adviser

A pool of Thesis Advisers is created by the School Dean. They should ideally be full time or part time faculty members of the institution. The qualifications of the Thesis Adviser are, but not limited to:

1. Licensed in his/her position, if applicable.
2. Has at least a Master's degree.
3. Has expertise and competency on the thesis topic.

The selected faculty may decline as Thesis Adviser for some justifiable reasons. Thesis Advisers are required to actively participate during the proposal up to the writing stage. They should allocate time for consultation of their advisees. In view thereof, a consultation log sheet must be submitted to the Dean's office after the thesis proposal and oral defense.

Terms of Reference

The following section describes the terms of reference of those individuals who are deemed responsible for the duration of the entire exercise. This also provides description of the scope of their duties and responsibilities.

1. Thesis Students

The thesis students are those who are duly enrolled in Thesis Writing 1 and 2 or its equivalent. These students are deemed responsible for writing their thesis and accountable for payments necessary and incidental to the said exercise. Specifically, the following responsibilities should be observed:

- a. Enroll, attend and satisfy the academic requirements of thesis writing classes;
- b. Regularly consult with their thesis adviser;

- c. Promptly submit on time all the requirements set forth in these guidelines;
- d. Promptly revise and edit the manuscript; and
- e. Shoulder the expenses related to the conduct of the research which may include the thesis fee, editor's fee, binding and photocopying fee, transportation among others.

2. Thesis Adviser

The following are the duties and responsibilities of the thesis adviser:

a. Overall Supervision of Research of the Students.

The participation of the adviser starts from the proposal stage up to the manuscript's final revision stage. The adviser should regularly confer and meet his/her advisees. The adviser may suggest the following, but not limited to, research topic, framework and methodology.

b. Checking Errors and Required Corrections of the Manuscript.

To be fair to the adviser, the checking of errors is limited to technical details and not grammatical errors. However, the adviser can give the students the directions on the format and statistical aspects of the study.

The students are encouraged to do the statistical aspects of their paper. The thesis adviser is required to steer the thesis students on data analysis and guide them in working on it.

The technical details mentioned herein include, but is not limited to, definition and inclusion of variables, statistical methods, interpretation of the statistical process as included in the results and discussion, theoretical/conceptual framework, and development of the hypotheses of the paper. The thesis students are deemed responsible and accountable for errors should these be left unnoticed.

c. Technical Supervision in the Writing of the Research Proposal.

The Thesis Adviser should be physically present during the proposal and final oral defense.

d. Setting the Deadlines for their Advisees.

The deadline is within the discretion of the adviser; however, paramount consideration should be made regarding institutional deadlines. The adviser should evaluate first whether the manuscript is ready for defense. If so, the adviser should request the thesis professor/instructor for the schedule of final defense.

c. Endorsement of the Manuscript for Proposal/Final Oral Defense.

Once the adviser feels that the manuscript is ready for the defense, the same should affix his/her signature in the approval sheet, thereby recommending the student for thesis defense. The determination whether or not the manuscript is ready for the defense is within the sound discretion of the adviser. The adviser should be present during the thesis defense.

d. Maintain Contact and Coordination with the Advisees until the Submission of the Revised Final Manuscript.

In the final revision stage, the adviser should duly accomplish the routing slip every time the manuscript comes in and out of his/her responsibility.

e. Participation in Grading and Evaluation

The adviser is responsible for giving certain percentage of the grade of the advisees (depending on the policies of the School). The adviser should give the grade to the thesis professor so that the latter could calculate and provide the overall grade with his/her grade and the grades given by the panelists.

3. Thesis Professor

The Thesis Professor is the faculty member who is assigned to handle the courses Thesis Writing 1 and Thesis Writing 2 . He/she will endorse the thesis student to their Thesis Adviser.

The Thesis Professor will coordinate with the Thesis Adviser on the requirements and forms to accomplish. To maintain the mutual respect both for the Thesis Professor and the Thesis Adviser, the Thesis Professor should give way for the decision of the latter and advise the thesis student to listen to their Thesis Adviser.

The functions of the Thesis Professor are, but not limited to:

- a. Overall direction of the advisers and their advisees. The Thesis Professor sets the deadlines, defense dates, new guidelines, and other related tasks. In the revision stage, the Thesis Professor should duly accomplish the routing slip every time the paper comes in and out of his/her responsibility.
- b. Corrections in the paper which may not be limited to formatting. Should the Thesis Professor feel that the student has satisfied the requirements including formatting, he/she should affix signature in the approval sheet.
- c. Giving lecture or lessons in basic research methodology and thesis writing.
- d. Acting as a moderator during the defense.

4. Member of the Panel

For every defense session, there are three (3) members of the panel with one member sitting as chair of the defense panel. The following are the duties of the panelists:

- a. Help the students to improve the manuscript;
- b. Read the draft manuscript before the scheduled date of defense;
- c. Give comments and suggestions for the improvement of the manuscript.
- d. Issue the grades during the defense. The grades should be given immediately after the deliberation following the defense; and
- e. The Chairman of the panel should summarize all the suggestions and recommendations of the members of the panel.

5. Language Editor

The Language Editor is any faculty member who has been duly endorsed by the Deans of the School of Arts and Sciences and School of Education. He/she is responsible for the checking of grammatical errors in the manuscript and the observance of the American Psychological Association (APA) format.

Once the manuscript has been edited, the language editor shall affix his/her signature in a Certification of Language Editor declaring that the paper has satisfactorily complied with the grammatical requirements of a thesis manuscript. Should the Language Editor feel that the requirements he/she suggested were not met, the same may refuse to sign the certification.

6. Data Analyst

The Data Analyst is any individual who may be consulted by the students regarding the statistical aspects of their study. He/she suggests the different statistical treatment to be used in the thesis paper. He also interprets and discusses the results of the statistical treatment to them in a manner which they could use in the thesis defense.

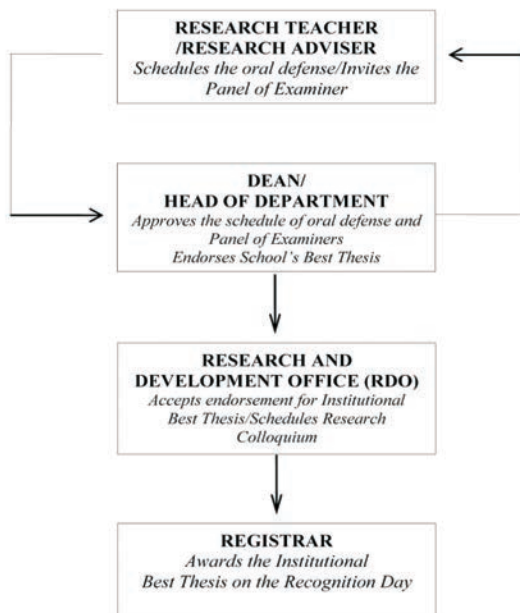


Figure 3 Procedures in Defending a Thesis in the Undergraduate Level

Publication of Research Outputs in EAC Student Research Journal

The research undertaking could not address the concern for which it is intended if it is not disseminated and shared. The usefulness of the results and findings is the primary function of research to improve the quality of human life. Publication plays a very significant role in research dissemination, conduct of colloquia and fora and paper presentation both in local and in international arenas.

Researches of the students from different Schools upon endorsement of the Dean could be published in the Student Research Journal, a multi-disciplinary research journal that shall be published annually by the Research and Development Office (RDO).

Format of the Research Article for Publication

Researches intended for publication in the EAC Student Research Journal shall be written in publishable form with proper citations. The following parts shall appear:

1. Title

The title is the concise description of the research article and shall include the authors' full name and other relevant information.

2. Abstract

It provides a brief and concise information on the salient features of the article. It provides reader an overview of why and how the study was conducted and includes the significant findings. The abstract should have no more than 250 words.

3. Key words

These are the important words or phrases that are used for search engines and referencing.

4. Introduction

This is a brief presentation of the purpose and significance of the article. This section should not have more than 1,000 words.

5. **Method**

It is a brief description of the research design; the population and how the samples were selected, how the data were collected and generated. Mathematical equations and statistics formula should be extensively discussed. A good discussion of the method is essential to allow the other researchers to adopt or replicate it. This section should have no more than 1,200 words.

6. **Results and Discussion**

This section presents the findings and analysis of the findings of the study. Tables and graphical representations should be used sparingly in this section. Analysis of the findings should be supported by related literatures and studies written by other authors.

7. **Conclusions**

This section is drawn by the author or researcher out of the findings of the study.

8. **Recommendations**

This section is drawn out of the conclusions of the study.

9. **References**

This section provides the list of all the references cited by the author and researcher in the article.

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APPENDICES

Format of the Research Publication

Title (16 points)

(Maximum of 20 words. It is a concise description of the research article and shall include the author(s) full name and other relevant information. The title of the paper is centered, 16 point font. Below the title (separated by single line spacing) are the names of the authors. The font size for the authors is 11pt. Author affiliations shall be in 9 pt.) -- (10 point)

First Author¹, Second Author², Third Author³, Adviser⁴ (11 point)

^{1,2,3,4} Emilio Aguinaldo College, School of Arts and Sciences,
Congressional East Avenue, Burol Main, City of Dasmariñas, Cavite
author1@email.com --(9 point)

Abstract (11 point)

It provides readers brief and concise information on the salient features of the article. It provides the readers an overview of why and how the study was conducted. The significant findings were also included. The abstract should have a maximum of 250 words. -- (9 point)

Keywords: about four key words separated by commas. These are important word or phrase that is used for search engines and referencing. -- (9 point)

(Main body shall include introduction, method, result and discussion (analysis of findings), conclusions and recommendations. The main text for your paragraphs should be 10pt font. All body paragraphs (except the beginning of the second/sub section) should have the first line indented.)

Introduction (12 point)

An introduction is a brief presentation of the purpose and significance of the article. This section should have no more than 1,000 words.

Submit your paper in two-column format, including figures and tables. Designate one author as the “corresponding author”. This is the author to whom proofs of the paper will be sent. (10 point)

Page Size and Layout

Set your page as Letter, (8.5” x 11”) and margins as follows:

- Left Margin 0.67”
- Right Margin 0.56”
- Top Margin 0.7”
- Bottom Margin 0.7”

You should use Times New Roman of size 10 for all fonts in the paper. Format the page as two columns, single space between sentences and double space between each paragraph.

Methodology (12 point)

It is a brief description of research design; the population and how the samples were selected; and how the data were collected and generated.

Mathematical equations and statistics formula should be extensively discussed. A good discussion of the method is essential to allow other researchers to adopt or replicate it. This section should have no more than 1, 200 words.

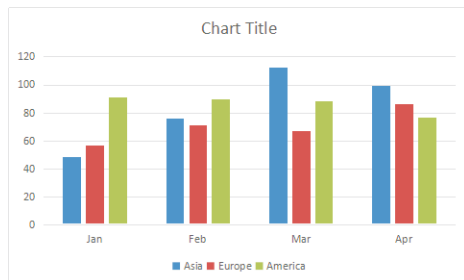
Result and Discussion (12 point)

Discussion is a section that presents the findings of the research. Tables and graphical illustrations should be used sparingly in this section; however, they could be presented as appendix.

Table 1 (*sample*)

Table 1 Xxxxx				
	1	1	1	1
1				
2				
3				
4				

(*Presentation, Discussion of the Table*)
Figure 1 Title (centered)



(*Figure presentation and discussion*)

Place illustrations (figures, tables, drawings, and photographs) throughout the paper at the places where they are first discussed in the text, rather than at the end of the paper. Number illustrations sequentially (but number tables separately).

Place the illustration numbers and caption under the illustration in 10 pt font. Do not allow illustrations to extend into the margins or the gap between columns (except 2-column illustrations may cross the gap). If your figure has two parts, include the labels “(a)” and “(b)”.

Analysis is a section that expounds the findings of the research. This part should be supported by literatures and studies written by other authors related to the study.

Conclusions (12 point)

This section discusses the conclusions drawn by the author/researcher out of the findings of the study.

Recommendations (12 point)

If needed, the author/researcher may provide recommendations out of the conclusion drawn.

References (12 point)

This section provides the list of all the references cited by the author/researcher in his article.

The total number of pages of the publishable article should not be more than 15 pages including the references.

Sample Preliminaries

A. Sample Title Page

SCREENCAST: A TOOL FOR AUGMENTING ASSIMILATED LEARNING ENVIRONMENT FOR SELECTED GRADE 11 STUDENTS OF EMILIO AGUINALDO COLLEGE-CAVITE SENIOR HIGH SCHOOL

A Thesis Presented to the Faculty
of the School of Education
Emilio Aguinaldo College

In Partial Fulfilment of the
Requirements for the Degree of
Bachelor of Secondary Education
Major in English

DIOCALES, KIANNA ALZINA V.

March 25, 2017

B. Sample Approval Sheet

APPROVAL SHEET

This thesis hereto entitled:

**SCREENCAST: A TOOL FOR AUGMENTING ASSIMILATED
LEARNING ENVIRONMENT FOR SELECTED GRADE 11 STUDENTS
OF EMILIO AGUINALDO COLLEGE-CAVITE SENIOR HIGH SCHOOL**

prepared and submitted by **Kianna Alzina V. Diocales** has been reviewed and recommended as partial fulfilment of the requirements for the degree of Bachelor of Secondary Education Major in English.

SUPACHAI A. BASIT, RMT, PhD
Research Adviser

Accepted and approved by the Panel of Examiners following a successful Oral Defense on (Date of Defense) with a grade of _____.

Chairman

Panel Member

Panel Member

Accepted and approved in partial fulfilment of the requirements for the degree of Bachelor of Secondary Education Major in English.

PRISCILLA R. MORIONES, EdD
Dean, School of Education

C. Sample Certificate of Originality

CERTIFICATE OF ORIGINALITY

I/We hereby declare that the thesis entitled:

**SCREENCAST: A TOOL FOR AUGMENTING
ASSIMILATED LEARNING
ENVIRONMENT FOR SELECTED GRADE 11 STUDENTS OF
EMILIO AGUINALDO COLLEGE-CAVITE
SENIOR HIGH SCHOOL**

is my/our own work and that, to the best of my/our knowledge and belief, contains no material previously published or written by another person nor material to which to a substantial extent has been accepted for award of any other degree or diploma of a university or other institute of higher learning, except where due acknowledgement is made in the text.

I/We also declare that the intellectual content of this thesis is the product of our work, even though we may have received assistance from others on style, presentation and language expression.

Signature over Printed Name

Signature over Printed Name

Signature over Printed Name

Signature over Printed Name

Date of Completion: _____
(mm/dd/yyyy)

Attested by:

Research Adviser's Signature

Date of Completion: _____
(mm/dd/yyyy)

D. Sample Abstract

SCREENCAST: A TOOL FOR AUGMENTING ASSIMILATED LEARNING ENVIRONMENT FOR SELECTED GRADE 11 STUDENTS OF EMILIO AGUINALDO COLLEGE-CAVITE SENIOR HIGH SCHOOL

Kianna Alzina V. Diocales and Supachai A. Basit, Ph. D.
Proponent and Research Adviser

*School of Education, Emilio Aguinaldo College Cavite
City of Dasmariñas, Cavite*

ABSTRACT

Font Times New Roman, Size 10, with indentation on first line, Justified on both sides. Maximum of **250** words. Must include Introduction (background 1-2 sentences), problem or objectives, significance, limitations and summary of methods. Summary of results and discussion, conclusions and recommendations.

Use past tense for thesis report. Preferably single paragraph.

Keywords: *Screencast, Assimilated Learning, Senior High School students*



EMILIO AGUINALDO COLLEGE
City of Dasmariñas, Cavite

Research and Development Office



TITLE PROPOSAL

___ Semester/Summer AY 20___ - 20___

Proponents:

Program/School

1. _____
2. _____
3. _____
4. _____

Research Adviser

Working Titles:

1.

Objectives of the Study: _____

2.

Objectives of the Study: _____

3.

Objectives of the Study: _____

Comments and Recommendations:

Approved Working Title:

Recommending Approval:

Research Adviser's Signature over Printed Name

Date

Approved by:

Dean/Signature over Printed Name

Date



EMILIO AGUINALDO COLLEGE
City of Dasmariñas, Cavite
Research and Development Office



REQUEST/ENDORSEMENT FOR PROPOSAL DEFENSE

With the research proposal entitled

the proponents:

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

with the degree _____ under the School of _____
have duly accomplished the requirements needed for proposal defense.

I have reviewed and fully endorse the proposal manuscript attached herewith for oral review/defense
on _____ from _____ to _____ at the _____.
(mm/dd/yyyy) (start time) (end time) (venue)

Research Adviser/Date

We have received copies of the proposal and accept it for oral review/defense on the aforesated date
and venue.

Panel Member/Date

Panel Member/Date

Chairman/Date

Approved by:

Dean's Signature over Printed Name

Date Completed: _____



EMILIO AGUINALDO COLLEGE
City of Dasmariñas, Cavite
Research and Development Office



REQUEST/ENDORSEMENT FOR FINAL DEFENSE

With the research manuscript entitled

The proponents:

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

with the degree _____ under the School of _____
has/have duly accomplished the requirements needed for final defense.

I have reviewed and fully endorse the final manuscript attached herewith for oral review/defense
on _____ from _____ to _____ at the _____
(mm/dd/yyyy) (start time) (end time) (venue)

Research Adviser/Date

We have received copies of the manuscript and accept it for oral review/defense on the aforesaid
date and venue.

Panel Member/Date

Panel Member/Date

Chairman/Date

Approved by:

Dean's Signature over Printed Name

Date Completed: _____



EMILIO AGUINALDO COLLEGE
City of Dasmariñas, Cavite
Research and Development Office



APPOINTMENT OF RESEARCH ADVISER

Date:

Dr./Mr./Ms. _____
School of _____
Emilio Aguinaldo College-Cavite
City of Dasmariñas, Cavite

Dear Dr./Mr./Ms. _____:

Warm greetings!

I am pleased to inform you of your appointment as Research Adviser of the research study entitled:

with _____
as your advisee(s).

For your guidance, please find below the list of your responsibilities in accordance with the EAC undergraduate thesis guidelines provided by the Research and Development Office:

1. Overall supervision of research of students;
2. Checking of errors and required corrections of the manuscript;
3. Technical supervision in the writing of the research proposal;
4. Setting the deadlines for advisees;
5. Endorsement of the manuscript for the final oral defense;
6. Maintaining contact and coordinating with advisees until the submission of the revised final manuscript;
7. Participating in the grading and evaluation of the advisees; and
8. Accomplishing the Consultation Log Sheet with thesis advisees for submission after the final oral defense.

With gratitude and best regard.

Truly yours,

Dean, School of _____

Conforme:

Signature over Printed Name



EMILIO AGUINALDO COLLEGE
City of Dasmariñas, Cavite
Research and Development Office



APPOINTMENT OF THE PANEL OF EXAMINERS

Date: _____

Dr./Mr./Ms. _____
School of _____
Emilio Aguinaldo College-Cavite
City of Dasmariñas, Cavite

Dear Dr./Mr./Ms. _____:

Warm greetings!

I am pleased to inform you that you have been appointed as one of the Research Panel of Examiners/Evaluators of the research study/project entitled: _____

with _____
as your advisee(s).

As an evaluator, the list of appertaining duties and responsibilities are the following:

- Help the students to improve the manuscript;
- Read the draft manuscript before the scheduled date of defense;
- Give comments and suggestions for the improvement of the manuscript.
- Issue the grades during the defense. The grades should be given immediately after the deliberation following the defense; and
- The chairman of the panel should summarize all the suggestions and recommendations of the members of the panel.

Your expert participation is an adamant sign of your commitment to assure the quality of our students' research output.

With gratitude and best regard.

Truly yours,

Dean, School of _____

Conforme:

Signature over Printed Name



EMILIO AGUINALDO COLLEGE
City of Dasmariñas, Cavite
Research and Development Office



ASSIGNMENT OF LANGUAGE EDITING

This is to inform you that the research manuscript entitled:

submitted by:

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

with the degree _____ under the School of _____
has/have been duly assigned under your faculty for proofreading and English editing with respect to the
standards of proper grammar and composition.

Conforme:

English Critic's Signature over Printed Name

Date Signed: _____
(mm/dd/yyyy)

Approved by:

Dean, School of _____
(Signature over Printed Name)

Date Signed: _____
(mm/dd/yyyy)



EMILIO AGUINALDO COLLEGE
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Research and Development Office



ASSIGNMENT OF TECHNICAL EDITING

This is to inform you that the research manuscript entitled:

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Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

with the degree _____ under the School of _____
has/have been duly assigned under your faculty for technical editing and review with respect to form, styles, systems and standards adhered to by the institution and the discipline.

Conforme:

Technical Critic's Signature over Printed Name

Date Signed: _____
(mm/dd/yyyy)

Approved by:

Dean, School of _____
(Signature over Printed Name)

Date Signed: _____
(mm/dd/yyyy)



EMILIO AGUINALDO COLLEGE
City of Dasmariñas, Cavite
Research and Development Office



ASSIGNMENT OF STATISTICIAN

This is to inform you that the research manuscript entitled:

submitted by:

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

with the degree _____ under the School of _____
has/have been duly assigned under your faculty for statistical analysis with respect to appropriate
measurement tools and techniques.

Conforme:

Statistician's Signature over Printed Name

Date Signed: _____
(mm/dd/yyyy)

Approved by:

Dean, School of _____
(Signature over Printed Name)

Date Signed: _____
(mm/dd/yyyy)



--

Thesis Title

[illegible]



EMILIO AGUINALDO COLLEGE
City of Dasmariñas, Cavite
Research and Development Office



School of Arts and Sciences

THESIS EXAMINER'S INDEPENDENT EVALUATION

--

Thesis Title

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Comments and Suggestion	Action/s Taken	Pages of Revisions in the Manuscript

This is to certify that revisions were made in accordance with the comments and suggestions of the Thesis Examiner.

Proponent's Representative Signature Over Printed Name/Date

Research Adviser/Date

Revisions based on comments and suggestions of the Thesis Examiner are accepted.

Thesis Examiner/Date



EMILIO AGUINALDO COLLEGE
City of Dasmariñas, Cavite
Research and Development Office



PROPOSAL DEFENSE SCORE SHEET

Thesis Title

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

CRITERIA	RATING	MAXIMUM
RESEARCH PAPER/PROJECT	Group Grade	
Content		40%
1. Thesis statement / research objective(s) are well stated and justified		10%
2. The Significance of the Study/Rationale is well argued		10%
3. The Literature Review and References cited were sufficient		10%
4. The data and methodology used were appropriate for the study.		10%
Organization		10%
Presentation and development of ideas are clear, logical and exhibit high standards of scholarship		10%
Novelty and Impact		10%
1. The research endeavor exhibits a degree of innovation, originality, and ability to contribute to the existent body of knowledge		5%
2. The research will have an impact on society or community		5%
Subtotal – Group Grade		60%
ORAL DEFENSE	Individual Grades	
Presentation	A	10%
1. Time allotted for presentation is met.		5%
2. The visual presentation exemplifies ideas, concisely and comprehensively.		5%
Delivery	A	30%
1. The presentor is well prepared, appeared relaxed and confident.		10%
2. The presentor is able to communicate effectively his/her ideas		10%
3. The presentor exemplifies mastery and reasoning ability in defending his/her proposal/section.		10%
Subtotal – Individual Grade		40%
TOTAL		100%
<i>(Please add the group grade [60%] to the individual grades [40%])</i>		

FINAL RECOMMENDATION:

The manuscript is accepted: ☐ without revision
☒ with **minor** revision(s). @ least 70% acceptability; refer to evaluation sheet
☐ with **major** revisions; @ least 50% acceptability; for re -presentation

The manuscript is rejected: ☐ below 50% acceptability; refer to thesis adviser

EVALUATOR : _____
Signature over Printed Name

DATE _____



EMILIO AGUINALDO COLLEGE
City of Dasmariñas, Cavite
Research and Development Office



FINAL DEFENSE SCORE SHEET

Thesis Title

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

Proponent's Signature over Printed Name

CRITERIA		RATING				MAXIMUM
Organization and Content						
1. The type of presentation is appropriate for the topic and audience.						5%
2. Information is presented in a logical sequence.						5%
3. Presentation appropriately cites requisite number of references.						5%
4. Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.						5%
5. Technical terms are well-defined in language appropriate for the target audience.						5%
6. Presentation contains accurate information.						5%
7. Material included is relevant to the overall message/purpose.						5%
8. Appropriate amount of material is prepared, and points made reflect well their relative importance.						5%
9. There is an obvious conclusion summarizing presentation.						10%
10. The recommendation follows the principles of continuity and coherence from the results of the study.						10%
Subtotal – Group Grade						60%
Presentation and Defense		A	B	C	D	E
1. Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc).						5%
2. Speaker uses a clear, audible voice.						5%
3. Delivery is poised, controlled and smooth.						5%
4. Good language skills and pronunciation are used.						5%
5. Visual aids are well-prepared, informative, effective, and not distracting.						5%
6. Length of presentation is within the assigned time limits.						5%
7. Information was well communicated.						10%
Subtotal – Individual Grade						40%
TOTAL						100%
(Please add the group grade [60%] to the individual grades [40%])						

FINAL RECOMMENDATION:

The manuscript is accepted: without revision
 with minor revision(s); @ least 70% acceptability; refer to evaluation sheet
 with major revisions; @ least 50% acceptability; for re-presentation
 The manuscript is rejected: below 50% acceptability; refer to thesis adviser

EVALUATOR : _____
 Signature over Printed Name

DATE: _____

(SCHOOL HEADING)

Certificate of Language Editing

The research manuscript entitled:

submitted by:

Proponent's Signature

Proponent's Signature

Proponent's Signature

Proponent's Signature

for the degree _____ under the School of _____
has been read and found thorough and acceptable with respect to grammar and composition by the undersigned
English critic.

English Critic's Signature over printed name
Contact #: _____

Date of Completion: _____
(mm/dd/yyyy)

(SCHOOL HEADING)

Certificate of Technical Editing

The research manuscript entitled:

submitted by:

Proponent's Signature

Proponent's Signature

Proponent's Signature

Proponent's Signature

for the degree _____ under the School of _____
has been reviewed and found thorough and acceptable with respect to form, styles and standards adhered to by the institution by the undersigned Technical critic.

Technical Critic's Signature over printed name
Contact #: _____

Date of Completion: _____
(mm/dd/yyyy)

(SCHOOL HEADING)

Certificate of Statistical Analysis

The research manuscript entitled:

submitted by:

Proponent's Signature

Proponent's Signature

Proponent's Signature

Proponent's Signature

for the degree _____ under the School of _____
has been tabulated and analyzed by the undersigned statistician with respect to appropriate measurement tools and techniques.

Statistician's Signature over printed name

Affiliation: _____

Contact # : _____

Date of Completion: _____
(mm/dd/yyyy)

(SCHOOL HEADING)

Timetable of Research
(Gantt Chart)

Title of Research/Project:

--

*Sample

Research Writing for Two Semesters

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Title Proposal										
Title Approval										
Survey of Literature (RRL)										
Writing of Proposal (Ch 1-3)										
Proposal Defense and Revision										
Conduct, Data Collection & Analysis										
Final Manuscript										
Oral Defense										
Revision, Binding and Distribution										

Research Writing for One Semester

Activity	Aug	Sep	Oct	Nov	Dec
Title Proposal					
Title Approval					
Survey of Literature (RRL)					
Writing of Proposal (Ch 1-3)					
Proposal Defense and Revision					
Conduct, Data Collection & Analysis					
Final Manuscript					
Oral Defense					
Revision, Binding and Distribution					

(SCHOOL HEADING)

Budgetary Estimate

Title of Research/Project:

--

*Sample

Particulars	Cost	Quantity	Amount
Thesis Problem Proposal			
Communication			
Supplies & Materials			
Printing			
Researches for RRL			
Travel			
Food			
Proposal Defense			
Thesis/Research Defense Fee			
Printing and Reproduction			
Soft-Binding			
Conduct and Data Collection			
Printing & Reproduction of Questionnaire			
Transportation			
Oral Defense			
Printing and Reproduction			
Soft-Binding			
Food			
Revision and Binding			
Printing and Reproduction			
Hard-Binding			
TOTAL			

(SCHOOL HEADING)

____ 1st Semester ____ 2nd Semester ____ Summer 20__ - 20__

Routing Slip of Final Manuscript

Title of Research/Project:

--

Proponent's Signature

Proponent's Signature

Proponent's Signature

Proponent's Signature

Research Adviser

Approval of Final Manuscript

	Date Received	Date Released	Remarks/Signature
Adviser			
Panel 1			
Panel 2			
Panel 3			
Technical Critic			
English Critic			
School Dean			

Distribution of Copies of Final Manuscript

	Received by	Signature
Adviser (Hard Copy)		
School Dean (Hard Copy)		
Library (Hard and Soft Copy)		
Research Office (Soft Copy)		