EMILIO
AGUINALDO
COLLEGE
CAVITE

MANUAL FOR
GRADUATE PROGRAMS ON
THESIS WRITING

2024 EDITION
Version 01

EMILIO AGUINALDO
RESEARCH AND
DEVELOPMENT OFFICE
COLLEGE
VIRTUS · EXCELLENTIA · SERVITIUM

EMILIO AGUINALDO COLLEGE CAVITE

MANUAL FOR GRADUATE PROGRAMS

ON THESIS WRITING

2024 Edition

Version 01

EMILIO AGUINALDO COLLEGE

PHILOSOPHY

Emilio Aguinaldo College is a private, non-sectarian,

co-educational institution of learning that fosters equal and fair opportunities of education,

the total development of our students, conscious of their national identity and their role in

the global community.

VISION

Emilio Aguinaldo College envisions itself as an internationally recognized private non-sectarian academic institution rooted in the Filipino nationalist tradition that consistently pursues the advancement and welfare of humanity.

MISSION

Emilio Aguinaldo College provides a learner-centered, inquiry -based, and socially relevant academic community.

QUALITY POLICY

We, the employees and other stakeholders of Emilio Aguinaldo College are committed to:
Provide our students an exceptional educational experience delivered within all statutory and regulatory standards;
Provide consistent quality service to our students, parents, and other stakeholders;

Develop responsible students through relevant and quality education, able to independently lead and enhance their lives, and contribute to the development of our country and humanity; and

Continuously improve the educational experience of our students and other stakeholders by communicating the needs of our students and stakeholders to the entire organization, standardizing our institution's processes, enhancing our employees' competence, periodically reviewing, and continually improving the institution's systems, and providing our students an exceptional educational experience.

QUALITY OBJECTIVES

The objectives of the Emilio Aguinaldo College are to:

- Offer opportunities for quality and relevant education to all qualified students; provide consistent quality service to students, parents, and other stakeholders; and
- Cultivate the intellectual, spiritual, moral, social, and physical aspects of our students.
- Instill an appreciation and pride in our students of their national identity; and
- Prepare graduates of global quality equipped with world class competencies in their fields of expertise.

CORE VALUES

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

VIRTUE

VISION MISSION

EXCELLENCE

SERVICE

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 research. 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 research to establish collaboration with students and research 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 EACC 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 EACC Research and Development Office (RDO) serves as a core for the generation of new knowledge and center for innovative research. It mobilizes and evaluates research outputs and publishes research both in the 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 institutions.

RESEARCH COORDINATORS (RC)

The Research Coordinators (RC) are the anchored researchers coming from the different Schools and Departments of the EACC. 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

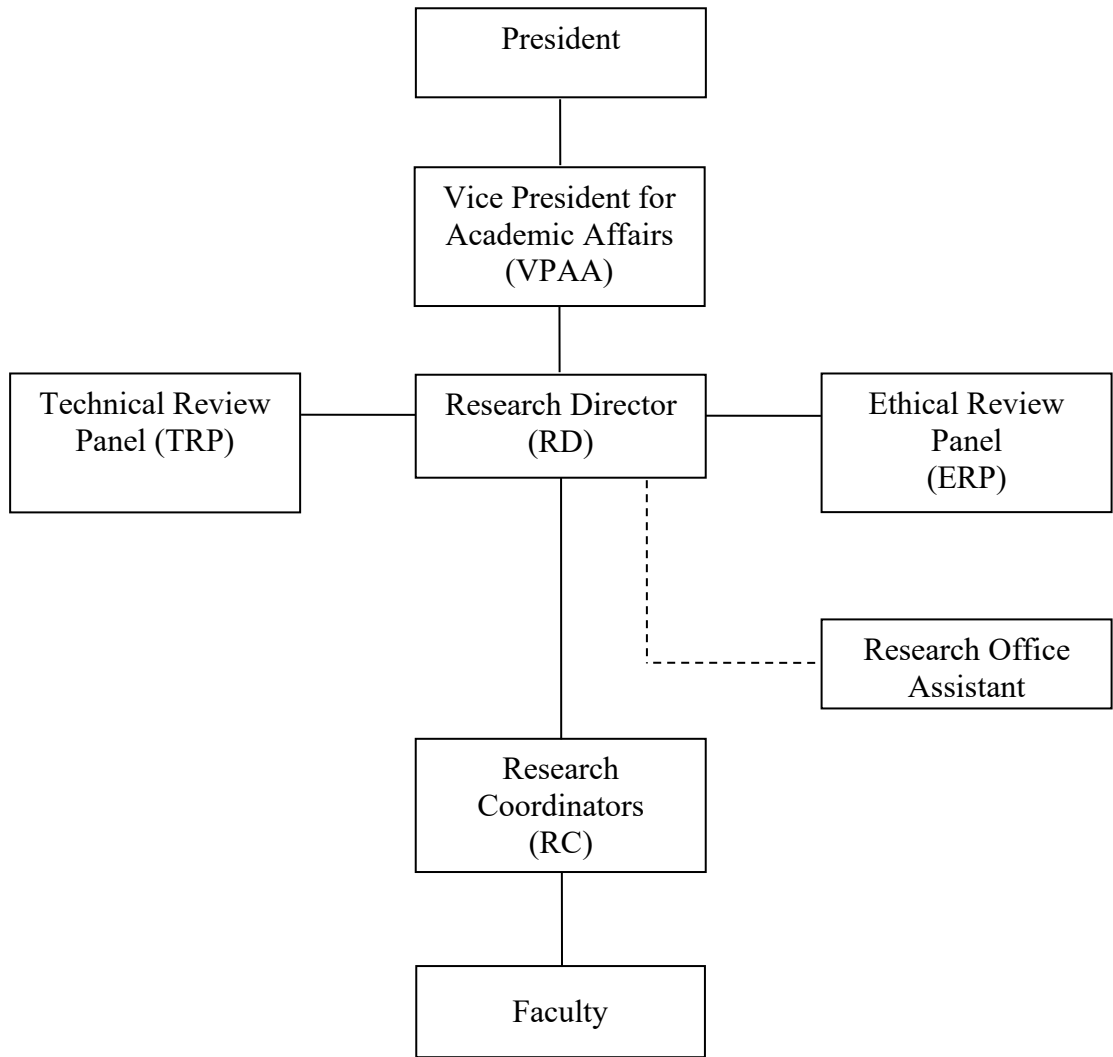4. Coordinate the task and activities of RDO with the different Schools and Departments.

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Figure 1 The RDO Organizational Structure

THE INSTITUTIONAL RESEARCH AGENDA

Research shall be given primary focus and importance in all programs 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 EACC Research Agenda (RA) and its priorities are consistent with the Philippines' National Harmonized Research and Development Agenda for 2023 – 2028 and with the UNESCO's Sustainable Development Goals for 2015 – 2030.

Institutional Research Agenda
(THEMATIC AREAS)
2023-2030

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 several 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 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 causal relationship between variables.

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 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.

Research Classification

1. According to Form
   a. Scientific Research

      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 acting. 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 because 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). Thus, getting approval from the ethics committee is essential prior to conducting the study.

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 instancee, 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 outside of the institution.

    b. Researchers should not misuse their positions or knowledge as researchers for personal power or gain.

    c. Researchers should always strive 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 during 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 in 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 EACC.

    c. The EACC Research and Development Office invites anybody who, at any stage, enters a research relationship with the EACC, to cooperate with EACC 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 EACC 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 EACC constantly offers lectures, seminars and workshops addressed to the graduate 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 Graduate Thesis of the Year

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

RESEARCH DISSEMINATION

Graduate Student Research Colloquium

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

Graduate Student Research Publication

The College issues publications that display graduate students' research contributions in their fields of specialization. The College shall have one Graduate Student Research Journal, a multi-disciplinary student journal showing a selection of the Best Thesis in every discipline. The

Graduate School Student Journal and/or Book of Abstracts is a publication of the Graduate School at Emilio Aguinaldo College Cavite.

<center>**PART III: GUIDELINES IN CAPSTONE/THESIS WRITING**</center>

What is 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 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 research 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, Glatthom 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 two (2) chapters in the IMRAD Format:

1. Chapter I   Introduction
2. Chapter II   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 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 briefly see 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.

By adhering to the IMRAD Research Format of the EACC, 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 Literature (RRL) in five key steps (McCombes, 2023):

1. Search for relevant literature.

2. Evaluate sources

3. Identify themes, debates, and gaps

4. Outline the structure

5. Write your literature review.

15 Benefits of RRL is to research according to Akhtar (2021):

1. Helps establish a context for research.

2. Helps identify the Theoretical Framework

3. Helps Clarify Research Questions

4. Helps Assess the quality of previous research.

5. Helps comparing different studies.

6. Gives context to the Research Study

7. Helps to Identify the problems.

8. Provides a map for future research.

9. Enables researchers to save time.

10. Helps in the Design of new studies.

11. Helps to develop understanding about a new topic.

12. Evaluates the outcomes of another study.

13. Increases understanding of Cross-Sectional and Longitudinal Studies

14. Helps in realizing importance of Validity and Reliability

15. Develop understanding about a new topic.

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.

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 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 surveys of studies, systems and research 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

e. Foreign Systems (if applicable)

f. Local Systems (if applicable)

Discussion of the Theoretical or Conceptual Framework / Schematic Illustration of the Study (Paradigm)

Purpose of the theoretical framework

A Theoretical Framework introduces and describes the theory/theories underpinning the research problem. Thus, theoretical frameworks support research by describing and/or drawing from relevant theoretical aspects obtained in previous work.

Note:

- In **Master's** research, there might be one or two theoretical frameworks.
- For a Dissertation study, which warrants original research that provides a substantial contribution of new knowledge, three or more theoretical frameworks might be involved.

Conceptual vs. Theoretical Framework

Here's a summary of the key differences between the two frameworks.

Conceptual Framework	Theoretical Framework
It is more about the approach that a researcher takes in answering a research question.	It is developed from existing theory/theories.
It is derived from concepts.	It is derived from theory.
A conceptual framework is composed of several concepts. Further, a conceptual framework may include a theoretical framework.	By itself, one theory alone can serve as a theoretical framework.
Conceptual frameworks identify factors influencing a particular field, e.g., exploration of "masquerade mimicry" in animals based on phenomena such as protective mimicry, crypsis and aposematism.	A theoretical framework arises from outcomes beyond a single study, based on one or more theories, e.g. Darwin's theory of evolution by natural selection.

Constructing a conceptual framework

A conceptual framework is created **before you start your experiments**. It may be in a written or diagrammatic **format**, representing expected relationships between variables. You can even combine or modify existing frameworks.

Constructing a Theoretical Framework

1. Read and review literature to identify long-standing themes and the main concern(s) for the inquiry.
2. List all constructs and variables and consider how the variables are related to a theory.

Conceptual and Theoretical Frameworks: Example

Suppose you want to investigate if nutmeg finches visiting bird feeders in cities have better fitness than those in the wild. You will develop a conceptual framework outlining the variables to study and how you expect them to relate to each other (see Figure 1).

Your conceptual framework may include a theoretical framework as well: say, you want to relate the observed phenomena with certain ecological theories. In the example in Figure 1, the 'optimal search theory' and 'optimal foraging theory' provide a lens through which the variables should be explored.
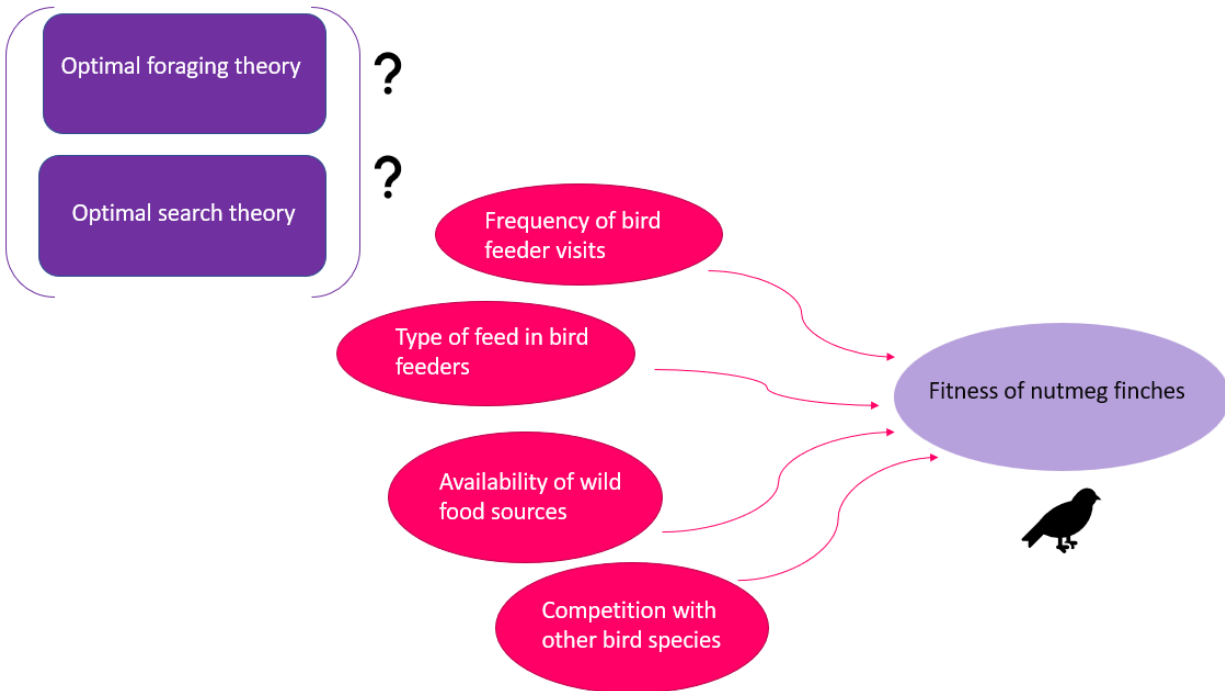
Figure 2. Example of a conceptual framework for a fictional study about the fitness of nutmeg finches visiting bird feeders versus those foraging in the wild.

(Lifted from Charlesworth Author Services, 2022)

Writing Chapter II: 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 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 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 III: 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 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 pointing out the limitations of the findings and the study. Make the reader see that the aspects of validity and reliability in relation to your methodology and findings have been duly considered.

Writing Chapter IV: 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, 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 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.
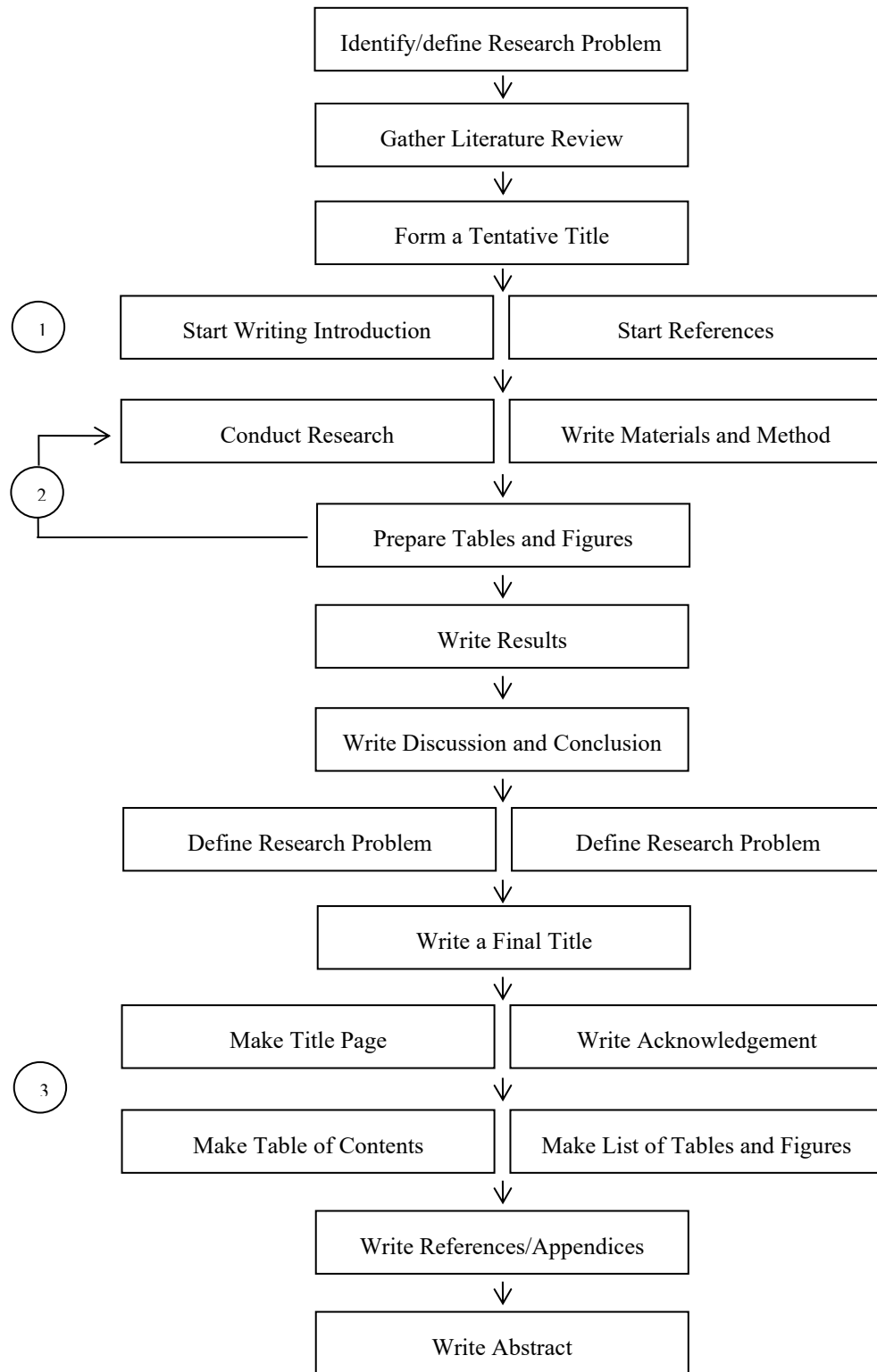
3. This can be completed in any order.

```
                    ┌─────────────────────────────────────┐
                    │  Identify/define Research Problem    │
                    └─────────────────────────────────────┘
                                     ↓
                    ┌─────────────────────────────────────┐
                    │       Gather Literature Review       │
                    └─────────────────────────────────────┘
                                     ↓
                    ┌─────────────────────────────────────┐
                    │        Form a Tentative Title        │
                    └─────────────────────────────────────┘
                                     ↓
      ⟨1⟩  ┌──────────────────────────┐ ┌──────────────────────────┐
           │ Start Writing Introduction│ │     Start References      │
           └──────────────────────────┘ └──────────────────────────┘
                                     ↓
           ┌──────────────────────────┐ ┌──────────────────────────┐
        →  │     Conduct Research      │ │ Write Materials and Method│
           └──────────────────────────┘ └──────────────────────────┘
      ⟨2⟩                              ↓
      └──────────────────┐ ┌─────────────────────────────────────┐
                         └─│      Prepare Tables and Figures      │
                           └─────────────────────────────────────┘
                                     ↓
                    ┌─────────────────────────────────────┐
                    │            Write Results             │
                    └─────────────────────────────────────┘
                                     ↓
                    ┌─────────────────────────────────────┐
                    │    Write Discussion and Conclusion   │
                    └─────────────────────────────────────┘
                                     ↓
           ┌──────────────────────────┐ ┌──────────────────────────┐
           │  Define Research Problem  │ │  Define Research Problem  │
           └──────────────────────────┘ └──────────────────────────┘
                                     ↓
                    ┌─────────────────────────────────────┐
                    │          Write a Final Title         │
                    └─────────────────────────────────────┘
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           ┌──────────────────────────┐ ┌──────────────────────────┐
           │      Make Title Page      │ │   Write Acknowledgement   │
           └──────────────────────────┘ └──────────────────────────┘
                                     ↓
      ⟨3⟩  ┌──────────────────────────┐ ┌──────────────────────────┐
           │   Make Table of Contents  │ │ Make List of Tables and Figures │
           └──────────────────────────┘ └──────────────────────────┘
                                     ↓
                    ┌─────────────────────────────────────┐
                    │      Write References/Appendices     │
                    └─────────────────────────────────────┘
                                     ↓
                    ┌─────────────────────────────────────┐
                    │            Write Abstract            │
                    └─────────────────────────────────────┘
```

Figure 3 Suggested Flow Chart for Conducting the Research and Thesis Writing Paper

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 Indention: 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.   Acknowledgement
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)*

Literature Review

Foreign Literature and related studies

Local Literature and related studies

Synthesis

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

CHAPTER 2   **RESEARCH METHODOLOGY**

        Research Design

        Research Locale

        Research Participants/Respondents/Sources of Data

        Sampling Technique

        Data Gathering Procedure

        Research Instrument (s)

        Data Analysis

CHAPTER 3   **RESULTS AND DISCUSSION**

        Data Presentation (Textual, Tabular or Graphic)

        Data Analysis, Synthesis, Interpretation

CHAPTER 4   **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 / Technical Editor

            b. Assignment of Language Editor

            c. Assignment of Panel

        E. 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 graduate 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, language editor, and the data analyst. The defense fees are broken down as follows:

A. Thesis Writing 1 (Proposal/Title Defense)   (Per Candidate)

a.	Chairman of the Panel	PhP 2,000.00
b.	Panel Members	1,500.00
c.	Adviser	2,500.00
d.	Data Analyst	1,000.00
e.	Food	1,200.00

B. Thesis Writing 2 (Final Oral Defense)   (Per Candidate)

a.	Chairman of the Panel	PhP 2,500.00
b.	Panel Members	2,000.00
c.	Adviser	3,000.00
d.	Language Editor	1,000.00
e.	Data Analyst	1,000.00
f.	Ethics Reviewer	500.00
g.	Food	1,800.00
h.	Software for Research	500.00

Students should secure the QF-RDO-006 (*Application for Pre–Oral Defense Form*) or QF-RDO-007 (*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 Budget Department prior to the date of the defense.

For Capstone Courses, the Thesis Writing 2 fees and processes will be applied.

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 (for Masteral Programs) or four panel members (for Doctoral Programs). 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 for Masteral Programs; a PhD holder, or its equivalent for Doctorate Programs.
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 a 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. 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, which includes the reviewing/validating of the research instruments as the subject matter expert for the proposed topic.

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 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 a 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/or 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 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 lectures 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 and five (5) members of the panel for Masteral Degree and Doctoral Degree, respectively with one member sitting as chair of the defense panel. External Panel member is allowed if he/she possesses the same qualifications of the Thesis Adviser as stipulated in this manual provided that the Research Professor must submit a letter of request approved by his/her School Dean on inviting External Panel Member. The approved request letter shall be enclosed upon the submission of application of the request for Endorsement of Payment at the RDO. The following are the duties of a panel member:

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.
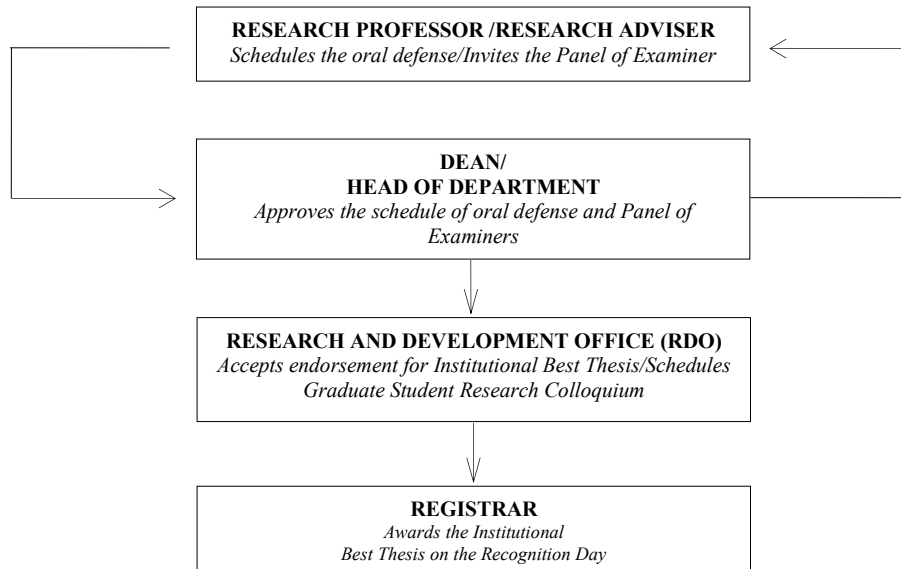
Figure 4. Procedures in Defending a Thesis in the Graduate Level

Publication of Research Outputs in EACC Graduate 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.

Research of the graduate students from different Schools upon endorsement of the Dean could be published in the Graduate 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

Research intended for publication in the EACC Graduate 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 includesthe 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

Sample Preliminaries

   A. Sample Title Page

TYPE THESIS TITLE HERE IN AN INVERTED PYRAMID FORMAT AND SHOULD NOT EXCEED FIFTEEN WORDS

A Thesis Presented to the

Faculty of the Graduate School of

Emilio Aguinaldo College Cavite

In Partial Fulfilment of the

Requirements for the Degree of

_____

KIANNA ALZINA V. DIOCALES

March, 2024

B. Table of Contents Sample

TABLE OF CONTENTS

LIST OF APPENDICES

C. Sample Approval Sheet

APPROVAL SHEET

This thesis hereto entitled:

<u>TYPE THESIS TITLE IN ALL CAPS HERE</u>

prepared and submitted by _____**,** in partial fulfillment of the requirements for the degree of _____, has been examined and is recommended for acceptance and approval for oral examination.

_____
Research Adviser

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

_____
Chairman[i]

_____   _____
Panel Member   *Panel Member*

Accepted and approved in partial fulfilment of the requirements for the degree of _____.

_____
Dean, School of _____
Date_____

D. 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:

_____   Date of Completion: _____
   Research Adviser's Signature   *(mm/dd/yyyy)*

E. Sample Abstract

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

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Proponent and Research Adviser

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City of Dasmariñas, Cavite

ABSTRACT

This portion contains a brief summary of what is included in the thesis. It must be concise yet accurate as only the pertinent points in the manuscript are included. For a simple guide, ensure that the following are present: (1) a brief introduction of the study that would grab the reader's attention, (2) the purpose or the main objective of the study, (3) the methodology used to study the phenomenon, and (4) the summarized salient findings of the study. Type this section as a single paragraph, in FULL BLOCK format, with no indentions, on maximum one and a half pages, restricted to 200-500 words and in Times New Roman, size 10. Paraphrasing is more advisable than quoting. Avoid citing references in this section. Spell out all abbreviations and acronyms. Use digits for all numerals except when they begin a sentence. Use past tense in this section. For purposes of the thesis, you may mention about the Action Plan of your study but not in detail. If the abstract exceeds one page, place a running head and a page number on top right hand corner of the second page. Note that an introductory statement to the abstract is not necessary.

Keywords: Provide a maximum of 5 key words; place them on the last line before the bottom margin; words to include maybe the discipline of the study, concepts investigated (topic, sub-topics), process, geography

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