

**EMILIO
AGUINALDO
COLLEGE
CAVITE**

**MANUAL FOR
UNDERGRADUATE PROGRAMS ON
THESIS WRITING**

2025 EDITION



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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.

CORE VALUES



EDUCATIONAL ORGANIZATION POLICY

We, the employees and other stakeholders of Emilio Aguinaldo College are committed to:
Provide our learners an exceptional educational experience delivered within all statutory and regulatory standards, including ethical and responsible management of intellectual property in accordance with legal requirements and best practices;

Provide consistent quality service to our learners, parents, and other stakeholders; Develop responsible learners through relevant and quality education, able to independently lead and enhance their lives, and contribute to the organization's social responsibility, development of our country and humanity, taking into account educational, scientific, and technical developments;

and

Continuously improve the educational experience of our learners and other stakeholders by communicating the needs of our learners 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 learners an exceptional educational experience.

EDUCATIONAL ORGANIZATION OBJECTIVES

The objectives of the Emilio Aguinaldo College are to:

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

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 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.

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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 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 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.

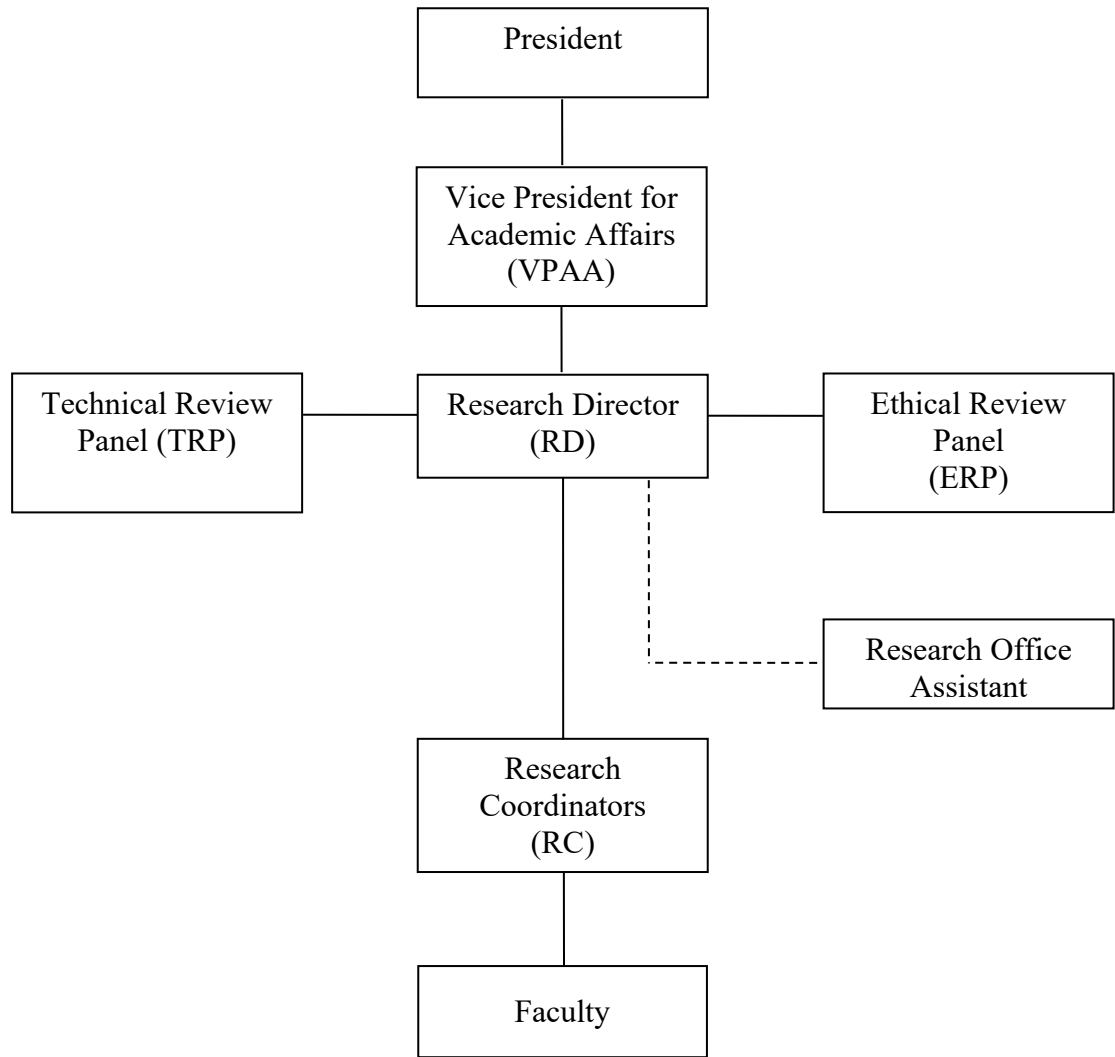


Figure 1 The Organizational Structure

THE INSTITUTIONAL RESEARCH AND CREATIVE WORKS 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.



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 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, research 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 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).

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 in 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 compensated 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 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 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 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 learners 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 Undergraduate Thesis of the Year

The College recognizes and acclaims learner undergraduate theses and research that show exemplary contribution to their respective discipline and to the Institution as a whole. Learner research 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

Learner Research Colloquium

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

Learner Research Publication

The College issues publications that display learners' research contributions in their fields of specialization. The College shall have one Learner Journal, a multi-disciplinary learner journal showing a selection of the Best Thesis in every discipline. The School Learner 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 learners 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 learner 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 learner's field and expertise;
2. An individual or group work that could bring out learner'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 learners 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 learner; 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 learner 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 Research 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 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 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 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.

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 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 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

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 **PhD**, 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.

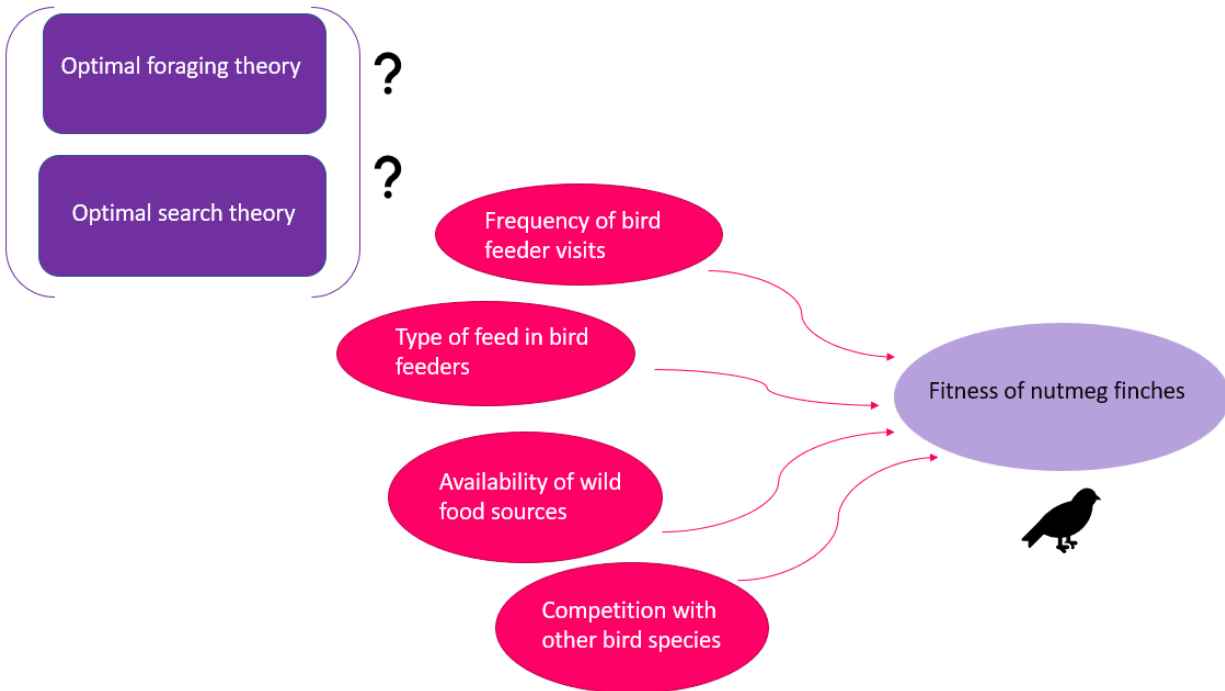


Figure 2. Example of a conceptual framework for a fictional study about the fitness of nutmeg finches visiting bird feeders versus those foraging in the wild.

(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 research 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 research panel. It can well happen that the research panel may ask the learners 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 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.

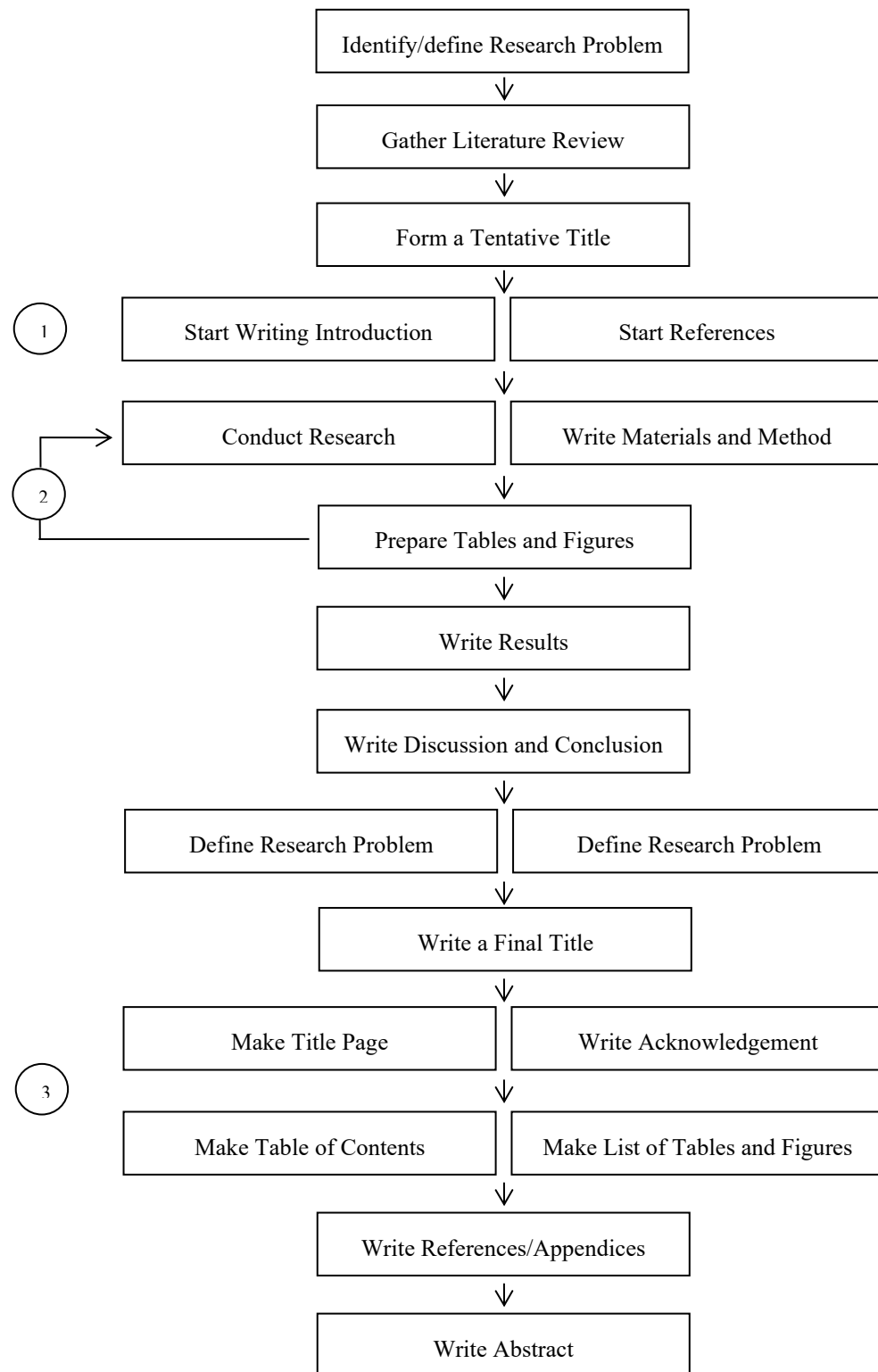


Figure 3 Suggested Flow Chart for Conducting the Research and Thesis Writing Paper

Revealing Secrets to Successful Thesis Writing

Learners who graduated from different areas of endeavors 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 must choose your topic well.

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

Your Research 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 Research 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 Research 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 Research Adviser or by your Research 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 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 7th 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

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
Conclusion
Recommendations

REFERENCES

LIST OF FIGURES

- A. Figure 1: Figure Title
- B. ...

LIST OF TABLES

- A. Table 1: Table title
- B. ...

APPENDICES

- A. Communication Letter(s)
- B. Research Instrument(s)
- C. Research Validator's Curriculum Vitae, Research Instrument Validation Feedback, and Research Instrument Validator's Certification
- D. Assignment Form, Curriculum Vitae, and Certification of the Research Oral Defense Team (RODT)
 - a. Research Adviser
 - b. Research Data Analyst
 - c. Panel Chair/Members

- d. Language Editor
 - e. Research Professor
- E. Curriculum Vitae of the Research Learners
- F. Research Workload Distribution Form
- G. Other Required RDO Forms for Research Writing
 - a. Research Title Proposal Form
 - b. Endorsement Form Research Defense Team Per Group
 - c. Consultation Log Sheet
 - d. Research Data Analyst Consultation Report 1-4
 - e. Technical Review Board Evaluation for Research Proposal
 - f. Ethics Review Evaluation Form and Certification
 - g. Research Examiner's Independent Evaluation 1-3
 - h. Similarity Index Report
 - i. AI Detection Report
 - j. Endorsement Form Research Defense Team for Proposal and Final Defense
 - k. Request/Endorsement for Proposal and Final Defense
 - l. Application Oral Defense Form for Proposal and Final Defense
 - m. Proposal and Final Defense Score Sheet
 - n. Routing Slip for Final Manuscript
- H. Photo Documentation

Refer to "Appendix B. Sample Table of Contents of Approved Research Final Manuscript (pages 74-76)" for more details.

Other Matters

1. Binding of the Approved Thesis

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

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) bound copies of your thesis, which will be given to the College, Library, and Research Adviser. In addition, you must submit an electronic copy of your complete thesis to your School Department and email a soft copy to the Library.

3. For Non-Thesis Research Studies

This provision applies to academic research outputs that do not fall under the formal category of a thesis. These include, but are not limited to:

- Feasibility Studies
- Capstone Projects
- Action Researches
- Case Studies
- Other Institutional Research Types

Researchers conducting the above-mentioned studies are encouraged to adopt the standard thesis format, institutional thesis writing guidelines, prescribed thesis or research processes, and official RDO forms required to be accomplished as outlined in the latest edition/version of the “Manual for Undergraduate Programs on Thesis Writing.”

This alignment ensures uniformity in academic rigor, procedural compliance, and documentation standards across all types of research outputs endorsed and recognized by the institution.

PART V: GUIDELINES FOR RESEARCH DEFENSE

Each School is given academic freedom to have peculiarities in the conduct of their undergraduate research 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 research 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 Research Adviser, chairman of the panel, panel members, language editor, and the data analyst. The defense fees are broken down as follows:

A. Research Writing 1 (Proposal Oral Defense)	(Per learner)
a. Chairman of the Panel	PHP 200.00
b. Panel Members	157.00
c. Adviser	340.00
d. Data Analyst	146.00
e. Food	100.00
B. Research Writing 2 (Final Oral Defense)	(Per learner)
a. Chairman of the Panel	PHP 140.00
b. Panel Members	110.00
c. Adviser	222.00
d. Language Editor	170.00
e. Data Analyst	148.00
f. Ethics Reviewer	100.00
g. Food	100.00
h. Software for Research	500.00

Learners should secure the QF-RDO-006 (*Application for Proposal 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 Research Adviser. Learners should secure a Meal Reservation Form (MRF) from the Budget Department prior to the date of the defense.

Thus, it is expected that each group has already ordered food amounting to PhP 400.00 (for the oral defense team) from the concessionaires before the actual defense.

The Research Oral Defense Team

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

The Research Adviser

A pool of Research 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 Research 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 research topic.

The selected faculty may decline as Research Adviser for some justifiable reasons. Research Advisers are required to actively participate during the proposal up to the final writing stage, including approved final research manuscript hardbinding and dissemination. 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 research 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. Research Learners

The research learners are those who are duly enrolled in Research Writing 1 and 2 or its equivalent. These learners are deemed responsible for writing their thesis/research

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 research writing classes.
- b. Regularly consult with their Research 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. Research Adviser

The following are the duties and responsibilities of the Research Adviser:

a. Overall Supervision of Research of the Learners.

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 learners the directions on the format and statistical aspects of the study.

The learners are encouraged to do the statistical aspects of their paper. The Research Adviser is required to steer the research learners 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 research learners are deemed responsible and accountable for errors should these be left unnoticed.

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

The Research 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 research professor/instructor for the schedule of final defense.

e. 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 learner for thesis/research 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/research defense.

f. 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.

g. 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 research professor so that the latter could calculate and provide the overall grade with his/her grade and the grades given by the panelists.

3. Research Professor

The Research Professor is the faculty member who is assigned to handle the courses Research Writing 1 and Research Writing 2. He/she will endorse the research learner to their Research Adviser.

The Research Professor will coordinate with the Research Adviser on the requirements and forms to accomplish. To maintain the mutual respect both for the Research Professor and the Research Adviser, the Research Professor should give way for the decision of the latter and advise the research learner to listen to their Research Adviser. The functions of the Research Professor are, but not limited to:

- a. Overall direction of the advisers and their advisees. The Research Professor sets the deadlines, defense dates, new guidelines, and other related tasks. In the revision stage, the Research 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 Research Professor feel that the learner 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 research 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. External Panel member is allowed if he/she possesses the same qualifications of the Research 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 learners 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/research 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 learners regarding the statistical aspects of their study. He/she suggests the different statistical treatment to be used in the thesis/research paper. He also interprets and discusses the results of the statistical treatment to them in a manner which they could use in the thesis/research defense.

Research Data Analyst Consultation Request Procedure

To streamline the consultation request process, the Research Data Analyst has implemented a QR code-based system. A QR code containing the consultation request procedure is posted on the Research and Development Office (RDO) bulletin board. Researchers seeking assistance can scan this QR code, which will redirect them to a Google Form (QF-RDO-038).

Researchers are required to complete the form with the necessary consultation request details and then send an email (QF-RDO-039a) to the Research Data Analyst to confirm their request. Upon receiving the email and form submission, the Research Data Analyst will respond (QF-RDO-039bc) with the scheduled consultation time based on the researcher's preferred availability, along with other important details regarding the session; researchers are required to strictly follow the prescribed instructions.

Consultations are handled on a first-submitted, first-processed basis. Researchers are advised to schedule their appointments as early as possible. Each consultation session is limited to a maximum of 15 minutes. This procedure ensures an organized, efficient, and accessible system for scheduling all research-related data consultations.

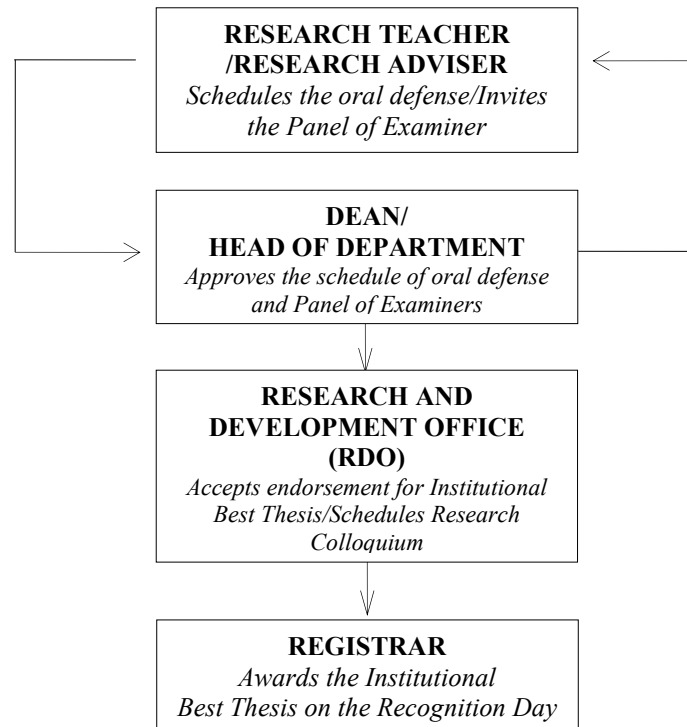


Figure 4 Procedures in Defending a Thesis/Research in the Undergraduate Level

Publication of Research Outputs in EAC Learner 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 learners from different Schools upon endorsement of the Dean could be published in the Learner 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 EAC Learner 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.

PART VI: RESEARCH PROCESS ROADMAP

This section serves as a structured guide outlining the complete research process. It provides a clear sequence of steps and identifies the required documents for each stage, intended as a reference for Research Professors (see page 48), Research Advisers (see pages 45–47), and Research Learners (see page 45-46). All required forms (QF-RDO-####) will either be provided to you or may be requested directly from the Research and Development Office.

1. Preparation for Research Writing 1 or Research Proposal Oral Defense

At this initial stage, learners begin preparing for formal research writing and their upcoming proposal oral defense, laying the foundation for their research journey. This phase serves as a preliminary guide to the entire Research Writing 1 stage—from adviser assignment to the conduct of the Proposal Oral Defense.

The Research Professor plays a central role in guiding the learners throughout the Research Journey, covering Research Writing 1 (Proposal Defense) through Research Writing 2 (Final Defense) and up to the Approval of Final Research Manuscript And Preparation For Hardbinding.

As an initial task, the Research Professor and the learners will organize the official groupings of Learner Researchers. The structured research process journey leading to Research Writing 1 / Proposal Defense is outlined as follows:

1.1. Assignment of Research Adviser

The Research Professor shall formally endorse each group of Research Learners to their designated Research Advisers. The required RDO forms for this process include the Assignment of Research Adviser (QF-RDO-020b) and Research Adviser's Curriculum Vitae (CV: QF-RDO-044a).

1.2. Research Title Proposal

Prior to the assignment of a Research Adviser, there will be a meeting between the Research Adviser and the group of Research Learners to establish their team and discuss their research topic. The established team will focus on their research topic, formulating three distinct research titles that align with their respective objectives. Once the Research Adviser chooses and

approves the research topic, they will officially establish their research defense team. The required RDO forms for this will be Research Title Proposal (QF-RDO-018) and three (3) original copies of Endorsement Form Research Defense Team Per Group (QF-RDO-023). Don't forget to record these details on your Consultation Log Sheet (QF-RDO-021). Always work on or fill out something on your Consultation Log Sheet and attach the file (if applicable and needed) behind the page (expected compilation) whenever you do a consultation with the Research Oral Defense Team or RODT (Research Adviser, etc.) to improve your paper for the record and documentation.

1.3. Develop Chapter 1 (Introduction) and Chapter 2 (Methodology)

After establishing the team and their research topic, the Research Learners will begin to develop their research, particularly in Chapter 1 (Introduction) and Chapter 2 (Methodology), with guidance from their Research Adviser throughout the development for Proposal Defense. As the development of Chapters 1 and 2 of the Research Paper progresses, for every consultation with the Research Adviser, Research Data Analyst, or other Oral Defense Team, regarding their paper, the group of Research Learners should continuously work on the Consultation Log Sheet (QF-RDO-021) with file attachment (if applicable and needed) behind the page (expected compilation).

1.4. Assignment of Research Data Analyst

The Research Learners will need assistance in their Methodology with the alignment to their Research Questions or Objectives, especially in their Data Analysis, research instrument validation, and pilot testing (if applicable). They need a data analyst (refer to page 49-50) to assist them in this matter with their paper, and the final decision will always rest with their Research Adviser. Forms to accomplish: Assignment of Data Analyst (QF-RDO-020c) and Research Data Analyst's CV (QF-RDO-044b).

1.5. Research Data Analyst Consultation for Proposal Defense and Pilot Testing

Refer to page 49 for the process of scheduling a Research Data Analyst Consultation Request. There will be at least 4 expected consultations with the Research Data Analyst throughout the Research Process Journey of Research Learners. For the first consultation (Research Data Analyst Consultation 1), it is all about Research Learners' Chapters 1 and 2 of the Research Paper for proposal defense and pilot testing. Forms to accomplish: Research Data Analyst Consultation Report (QF-RDO-040) for Research Proposal Manuscript and Pilot Testing.

1.6. Research Instrument validation

After consultation with the Research Data Analyst, the Research Learners need to validate (construct, content, face, criterion, and other types of validity) their developed instrument with at least 3 appropriate Professionals; the Research Data Analyst is one of them. The forms that need to be completed include Research Instrument Validator's Research Curriculum Vitae (Validator 1-3: QF-RDO-044c), Research Instrument Validation Feedback (Validator 1-3: QF-RDO-045a), and Research Instrument Validation Certification (Validator 1-3: QF-RDO-045b), and Research Data Analyst's Certification for Research Proposal Manuscript and Pilot Testing (Research Data Analyst's Certification 1: QF-RDO-042).

1.7. Research Manuscript for Proposal Defense or Research Proposal Manuscript

Once the Research Learners finish working with their Chapters 1 and 2 in their research manuscript for proposal defense or research proposal manuscript and undergo various consultations to improve their paper, they will submit and validate it with the Technical Review Board for more insights to further improve the manuscript's quality and credibility, and the final decision will always be with the Research Adviser. The document that needs to be completed is the Research Proposal Manuscript for validation of the Technical Review Board and Research Adviser, and the forms are the Technical Review Board Evaluation (QF-RDO-017) and the Research Examiner's Independent Evaluation (QF-RDO-022). And then be ready to email and/or print (if applicable) the Revised Research Proposal Manuscript with three (3) copies for panels to review. You also need to complete the Research Adviser's Certification for Research Proposal Manuscript (Research Adviser's Certification 1: QF-RDO-046a).

1.8. Research Proposal Manuscript Components

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<i>Hypothesis (If Applicable)</i>	#
<i>Significance of the Study</i>	#
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<i>Definition of Terms</i>	#
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2. Research Instrument Validation Certification	#
3. Research Instrument Validator's Research CV	#
b. Research Instrument Validator 2	#
1. Research Instrument Validation Feedback	#
2. Research Instrument Validation Certification	#
3. Research Instrument Validator's Research CV	#
c. Research Instrument Validator 3	#
1. Research Instrument Validation Feedback	#
2. Research Instrument Validation Certification	#
3. Research Instrument Validator's Research CV	#

D. Assignments, Certifications, and Research CV of RODT	#
a. Research Adviser	#
1. Assignment of Adviser	#
2. Adviser's Certification 1 (for Proposal Manuscript)	#
3. Adviser's Research CV	#
b. Panel Chair	#
1. Assignment of Panel Chair	#
2. Panel Chair's Research CV	#
c. Panel Member	#
1. Assignment of Panel Member	#
2. Panel Member's Research CV	#
d. Panel Member 2	#
1. Assignment of Panel Member	#
2. Panel Member's Research CV	#
e. Research Data Analyst	#
1. Assignment of Research Data Analyst	#
2. Research Data Analyst's Certification 1	#
3. Research Data Analyst's Research CV	#
f. Research Professor	#
1. Proof of Research Professor Load	#
2. Research Professor's Certification 1 (for Proposal Defense)	#
3. Research Professor's Research CV	#
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a. Research Title Proposal Form	#
b. Endorsement Form Research Defense Team Per Group	#
c. Consultation Log Sheet	#
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e. Technical Review Board Evaluation for Research Proposal	#
f. Research Examiner's Independent Evaluation 1	#
g. Endorsement Form Research Defense Team for Proposal Defense	#
h. Request/Endorsement for Proposal Defense	#
i. Application Oral Defense Form for Proposal Defense	#

For other information, refer to Thesis Manuscript Outline (pages 42) and 1.11 Required RDO Forms for Research Writing 1 or Proposal Oral Defense (pages 57-59)

Note: Submit only the scanned copies of the required RDO forms along with your manuscript to the panel of evaluators. Retain the original authenticated copies for inclusion in the hardbound manuscript.

1.9. Panel Chair/Members' Assignment and Research Curriculum Vitae

In preparation for the proposal defense, the Research Professor shall identify and assign the Panel Chair and Members (refer to page 48-49). This process may be done in advance. The following RDO forms must be accomplished: Panel Chair's Research Curriculum Vitae (QF-RDO-044d), Panel Member's Research Curriculum Vitae (QF-RDO-044e), Assignment of Panel Chair (QF-RDO-020d), and Assignment of Panel Member (QF-RDO-020e). Certifications for the Panel Chair and Members may be requested during or after the proposal defense and evaluation.

1.10. Preparation for Proposal Oral Defense (PD)

As part of the preparatory requirements for the proposal defense, it is essential that the researcher not only finalize the manuscript and presentation but also secure and complete all necessary RDO Forms. These include the Application Form for Proposal Defense (QF-RDO-011; 2 Original Copies), Request/Endorsement for Proposal Defense (QF-RDO-006: 2 Original Copies), Proposal Defense Score Sheet (QF-RDO-013), and Endorsement Form Research Defense Team for Proposal Defense (QF-RDO-015: 2 Original Copies and should be accomplished by your research professor); these forms are to be completed by the assigned Research Professor. The timely completion and submission of these documents are crucial for the smooth and systematic conduct of the proposal defense in accordance with institutional research protocols.

1.11. Required Research Documents for Research Writing 1/Proposal Oral Defense

All documents that will be submitted for PD should be scanned copies of authentic original copies.

- a. Assignment of Adviser (QF-RDO-020b)
- b. Research Adviser's Research CV (QF-RDO-044a)
- c. Research Title Proposal Form (QF-RDO-018)
- d. Endorsement Form Research Defense Team Per Group (QF-RDO-023: 3 Original Copies)
- e. Assignment of Research Data Analyst (QF-RDO-020c)
- f. Research Data Analyst's Research CV (QF-RDO-044b)
- g. Research Data Analyst Consultation Report (QF-RDO-040) for Research Proposal Manuscript and Pilot Testing
- h. Research Instrument Validator 1
 1. Research Instrument Validation Feedback (QF-RDO-045a)
 2. Research Instrument Validation Certification (QF-RDO-045b)

3. Research Instrument Validator's Research CV (QF-RDO-044c)
 - i. Research Instrument Validator 2
 1. Research Instrument Validation Feedback (QF-RDO-045a)
 2. Research Instrument Validation Certification (QF-RDO-045b)
 3. Research Instrument Validator's Research CV (QF-RDO-044c)
 - j. Research Instrument Validator 3
 1. Research Instrument Validation Feedback (QF-RDO-045a)
 2. Research Instrument Validation Certification (QF-RDO-045b)
 3. Research Instrument Validator's Research CV (QF-RDO-044c)
 - k. Research Data Analyst's Certification for Research Proposal Manuscript and Pilot Testing (QF-RDO-042)
 - l. Technical Review Board Evaluation (QF-RDO-017) – *Proposal Manuscript is needed here*
 - m. Research Examiner's Independent Evaluation (QF-RDO-022) for Proposal Manuscript
 - n. Research Adviser's Certification for Proposal Manuscript (QF-RDO-046a) – *Revise Proposal Manuscript (RDO Forms are Photocopy of Authentic Original Copy)*
 - o. Consultation Log Sheet (QF-RDO-021)
 - p. Assignment of Panel Chair (QF-RDO-020d) and Member (QF-RDO-020e) – *Can be done early*
 - q. Panel Chair's Research CV (QF-RDO-044d)
 - r. Panel Member 1
 1. Assignment of Panel Member (QF-RDO-020e)
 2. Panel Member's Research CV (QF-RDO-044e)
 - s. Panel Member 2
 1. Assignment of Panel Member (QF-RDO-020e)
 2. Panel Member's Research CV (QF-RDO-044e)
 - t. Application Form for Proposal Defense (QF-RDO-011; 2 original Copies)
 - u. Request/Endorsement for Proposal Defense (QF-RDO-006: 2 original Copies)
 - v. Proposal Defense Score Sheet (QF-RDO-013)
 - w. Endorsement Form Team for Proposal Defense (QF-RDO-015: 2 Original Copies)
- During/After the Proposal Defense*
- Panel Chair
- x. Panel Chair's Certification for Research Proposal Manuscript and Oral Defense (QF-RDO-047a)

Panel Member 1

y. Panel Member's Certification for Proposal Manuscript and Oral Defense (QF-RDO-047a)

Panel Member 2

z. Panel Member's Certification for Proposal Manuscript and Oral Defense (QF-RDO-047a)

To be submitted to panel members before/during the proposal defense (3 copies): Revised Research Proposal Manuscript, Proposal Defense Sheet (can be submitted in advance in email but still need a hard copy), and Panel Chair's/Member's Certification 1 (QF-RDO-047a).

1.12. Secure and Organize Your Documents for Proposal Defense (Soft and Hard Copies)

Make sure that the contents of your research proposal manuscript are scanned copies of authentic original copies. Secure and organize your RDO forms for proposal defense (soft copy), making them smooth and not wrinkled or crumpled (hard copy) for hard binding use.

2. Preparation for Research Writing 2 or Research Final Oral Defense

Learners proceed with the completion of their research manuscript in preparation for the Final Defense. This stage signifies the culmination of their research work, where data gathering, analysis, and interpretation have been completed and integrated into the full manuscript. This will serve as a comprehensive guide outlining the process for the Final Defense, from manuscript completion to final panel evaluation.

The Research Professor continues to guide the Research Learners' Research Process Journey, from Research Writing 2 or Final Oral Defense, including Post-Final Defense tasks, such as manuscript revision and submission of bound copies. At this stage, the Research Learners must ensure that the necessary consultations, validations, and technical reviews have been conducted before final evaluation.

The research process journey for the preparation of Research Writing 2 or Final Defense is arranged as follows:

2.1. Update the Previously Revised Proposal Manuscript

After the proposal defense, the Research Learners will update their previously revised proposal manuscript based on what had been discussed during the proposal oral defense with the Research Panel of Evaluators' insights and begin to write their research manuscript for the final defense or research final manuscript, which are Chapter 3 (Results and Discussion) and Chapter 4 (Summary, Conclusions, and Recommendations) of research writing.

2.2. Pilot Testing and Actual Data Gathering

Before the pilot testing (if applicable) and actual data gathering, Research Learners need to work on their communication letters and informed consent forms (with human participant) for the respected person/officer in charge in the location of actual data gathering, these need to be reviewed ethically, considering the ethical standards of your research. The following forms need to be completed: Communication Letters for Pilot Testing and Actual Data Gathering (Ethics Review Committee or ERC) and Informed Consent Form for Pilot Testing and Actual Data Gathering (ERC).

2.3. Ethics Review

Research learners are required to subject their final manuscript—particularly the communication letters and informed consent form—to an ethics review. The following forms must be accomplished: Ethics Review Evaluation Form (QF-RDO-016) and Ethics Review Certification (QF-RDO-025). Please note that these forms will be updated and transitioned under the Ethics Review Committee (ERC) office.

2.4. Conducting Pilot Testing and Actual Data Gathering

Once your current research final manuscript is approved by the ethics committee and you get Ethics Review Certification, you may now proceed to conduct your pilot testing, followed by the actual data gathering. Research Learners will secure and organize their pilot testing data and have feedback from their Research Data Analyst (second consultation). Your instrument was validated already; once your data is found to be reliable, Research Learners may now proceed to gather their actual data, and once accomplished, another consultation (third) with the Research Data Analyst for the guidance of developing Chapter 3 (Results and Discussion) and Chapter 4 (Summary, Conclusions, and Recommendations) of your research final manuscript, and the final decision will always rest with their Research Adviser. The following forms need to be completed: Research Data Analyst Consultation Report for Research Final Manuscript (2-3: QF-RDO-040) and Photo Documentation (if applicable).

2.5. Develop Research Chapter 3 and Chapter 4

Research Learners will start working on their Research' Results and Discussion (Chapter 3) and Summary, Conclusions, and Recommendations (Chapter 4) or their final manuscript for

final defense, with consideration of Research Data Analyst insights and ultimately with their Research Adviser. After developing their Chapters 3 and 4, Research Learners once again consult (for the fourth and last time: QF-RDO-040) with their Research Data Analyst to check their work and have potential revisions and guide them for their oral final defense on how to present their data with PowerPoint presentation tips.

2.6. Research Manuscript for Final Defense or Research Final Manuscript

Once the Research Learners have completed Chapters 3 and 4 of their research manuscript and undergone the necessary consultations for improvement, they shall submit their research final manuscript for review and approval by their respective Research Adviser. The Research Adviser will assess the manuscript's quality, accuracy, and readiness for defense. The required documents include the Research Examiner's Independent Evaluation (QF-RDO-022) and the Research Adviser's Certification for Research Final Manuscript and Research Presentation (QF-RDO-046b). Upon approval, learners must email and/or print (if applicable) the revised research final manuscript, ensuring at least three (3) copies are available for the panel's review.

2.7. Research Final Manuscript Components

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3. Research Instrument Validator’s Research CV	#
b. Research Instrument Validator 2	#
1. Research Instrument Validation Feedback.....	#

2. Research Instrument Validation Certification	#
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D. Assignment, Certifications and Research CV of RODT	#
a. Research Adviser	#
1. Assignment of Adviser	#
2. Adviser's Certification	#
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b. Panel Chair	#
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c. Panel Member	#
1. Assignment of Panel Member	#
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3. Panel Member's Research CV	#
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1. Assignment of Panel Member	#
2. Panel Member's Certification 1-2	#
3. Panel Member's Research CV	#
e. Research Data Analyst	#
1. Assignment of Research Data Analyst	#
2. Research Data Analyst's Certification 1	#
3. Research Data Analyst's Certification 2	#
4. Research Data Analyst's Research CV	#
f. Language Editor	#
1. Assignment of Research Data Analyst	#
2. Language Editor's Certification	#
3. Language Editor's Research CV	#
g. Research Professor	#
1. Proof of Research Professor Load	#
2. Research Professor's Certification	#
3. Research Professor's Research CV	#
E. Curriculum Vitae (CV) of the Research Learners	#
F. Other Required RDO Forms for Research Writing 2 or Final Defense	#
a. Research Title Proposal Form	#
b. Endorsement Form Research Defense Team Per Group	#

c. Consultation Log Sheet	#
d. Research Data Analyst Consultation Report 1-4.....	#
e. Technical Review Board Evaluation for Research Proposal.....	#
f. Ethics Review Evaluation Form and Certification	#
g. Research Examiner’s Independent Evaluation 1-3	#
h. Similarity Index Report	#
i. AI Detection Report	#
j. Endorsement Form Research Defense Team for PD and FD.....	#
k. Request/Endorsement for Proposal (PD) and Final Defense (FD).....	#
l. Application Oral Defense Form for Proposal and Final Defense	#
m. Proposal Defense Score Sheets	#
G. Photo Documentation	#

For other information, refer to Thesis Manuscript Outline (pages 42) and 2.10 Required RDO Forms for Final Defense (pages 65-66)

Note: *Input only the scanned copy of Required RDO forms and secure your authentic original copy.*

2.8. Assignment of Language Editor

Once the final research manuscript is completed, it must undergo language editing and be checked for similarity index and AI detection. Please refer to the RDO for verification and issuance of the official report. Research Learners will go back to the language editor (refer to page 47) if the similarity index report is high or greater than 20% and AI detection report is high or greater than 19% to edit until it is less than 20% and 19%, respectively. The following RDO forms need to be completed: Assignment of Language Editor (QF-RDO-020a), Language Editor’s Research Curriculum Vitae (QF-RDO-044f), Language Editor’s Certification (QF-RDO-048), Similarity Index Report (QF-RDO-049), and AI Detection Report (QF-RDO-050).

2.9. Preparation for Final Defense

Upon completion of the research final manuscript for the oral defense, the researcher shall also ensure personal and professional readiness for the presentation. In addition, the following required documents must be secured and submitted: Application Form for Final Defense (QF-RDO-011; 2 original Copies), Request/Endorsement for Proposal Defense (QF-RDO-007; 2 Original Copies), Final Defense Score Sheet (QF-RDO-014), and Endorsement Form Team for Final Defense (QF-RDO-015; 2 Original Copies), the latter of which shall be accomplished by the Research Professor.

2.10. Required Research Documents for Research Writing 2/Final Oral Defense

All documents that will be submitted for FD should be scanned copies of authentic original copies.

- a. Documents/RDO Forms from Proposal Defense (page 59-60)
- b. Communication Letters for Pilot Testing and Actual Data Gathering (ERC)
- c. Informed Consent Form for Pilot Testing and Actual Data Gathering (ERC)
- d. Ethics Review Evaluation (QF-RDO-016) – ERC Office
- e. Ethics Review Certification (QF-RDO-025) – ERC Office
- f. Research Data Analyst Consultation Report (2-3: QF-RDO-040) for Final Manuscript
- g. Research Data Analyst's Certification for Final Manuscript and Presentation (QF-RDO-043)
- h. Consultation Log Sheet (QF-RDO-021)
- i. Research Examiner's Independent Evaluation (QF-RDO-022) for Final Manuscript
- j. Assignment of Language Editor (QF-RDO-020a)
- k. Language Editor's Certification (QF-RDO-048)
- l. Language Editor's Research Curriculum Vitae (QF-RDO-044f)
- m. Similarity Index Report (QF-RDO-049)
- n. AI Detection Report (QF-RDO-050)
- o. Revised Final Manuscript (RDO Forms are Photocopy of Authentic Original Copy)
- p. Research Learner's Curriculum Vitae (QF-RDO-044g)
- q. Application Form for Final Defense (QF-RDO-011; 2 Original Copies)
- r. Request/Endorsement for Final Defense (QF-RDO-007; 2 Original Copies)
- s. Final Defense Score Sheet (QF-RDO-014)
- t. Endorsement Form Research Defense Team (QF-RDO-0015; 2 Original Copies) for Final Defense (this should be accomplished by your Research Professor)

After the Proposal Defense

Panel Chair

- u. Panel Chair's Certification for Final Manuscript and Oral Defense (QF-RDO-047b)

Panel Member 1

- v. Panel Member's Certification for Final Manuscript and Oral Defense (QF-RDO-0047b)

Panel Member 2

- w. Panel Member's Certification for Final Manuscript and Oral Defense (QF-RDO-0047b)

To be submitted to panel members before/during the final defense: Final Manuscript, Final Defense Sheet (QF-RDO-014; can be submitted in advance in email but still need a hard copy), and Panel Chair/Member's Certification 2 (QF-RDO-047b), and Adviser's Co-Authorship Certification (QF-RDO-051).

3. Preparation for Hardbinding and Dissemination of Approved Final Manuscript

Following a successful Final Defense, learners shall begin the process of finalizing their revised research manuscript (which has undergone various revisions during the preparation for final oral defense) and preparing it for hardbound submission. This stage involves updating the previously revised research final manuscript based on the panel's feedback and ensuring that all institutional requirements are met prior to final printing and binding.

The Research Professor continues to provide guidance during this stage, particularly in ensuring that all revisions, certifications, and documentation are properly accomplished. The finalized research manuscript reflects the complete research journey and must demonstrate scholarly integrity, adherence to format, and inclusion of all required supplementary documents.

The following key tasks must be completed during the Post-Final Defense stage:

3.1. Update of the Previously Revised Final Manuscript

Incorporate all feedback provided by the panel during the Final Defense. Submit the updated previously revised manuscript to the Research Adviser for review and approval (Research Examiner's Independent Evaluation: QF-RDO-022).

3.2. Research Adviser's Final Certification

Research Adviser's Final Certification for Approved Research Final Manuscript and Hardbound (QF-RDO-046c). The Research Adviser issues a certification that the final manuscript has been fully revised and is ready for submission and printing.

3.3. Acknowledgement of Research Workload Distribution

Complete and attach the Research Workload Distribution Form (QF-RDO-048a) indicating the roles and responsibilities of each Research Learner throughout the research process. (Can be and is best done early before the final oral defense)

3.4. Accomplish Approval Sheet

Upon completion of the final revision of the research manuscript, as approved by the research adviser, the researcher shall accomplish the Approval Sheet. This document must be duly signed by the Panel of Evaluators and the Dean of the respective School, signifying their endorsement of the manuscript as compliant with institutional research standards and ready for hardbinding and dissemination.

3.5. Hardbinding of the Approved Undergraduate Research Final Manuscript

All documents must be authentic, original and duly signed. Make sure that everything is done accordingly with complete contents (refer to the Sample Table of Contents of Approved Final Manuscript; pages 74-76) before printing and hardbound your Undergraduate Research Manuscript. Accomplish Routing Slip of Final Manuscript (QF-RDO-012; two original copies).

4. Publication of Research Outputs in EACC Learner Research Journal for College Departments

After the hardbound submission of the final research manuscript, each college department is encouraged to endorse outstanding theses for publication in the EACC Learner Research Journal. A soft copy of the journal may be requested from the RDO for formatting and editing guidance. Submitted papers will undergo technical and editorial review to ensure they meet ethical, methodological, and academic standards. This initiative promotes broader dissemination of quality undergraduate research, supports a culture of academic excellence, and enhances the institution's scholarly visibility. **Congratulations!**

5. Disseminate Your Research Paper

After completing your thesis or research manuscript, it is highly encouraged to share your findings with the academic community. Dissemination not only gives your work the recognition it deserves but also contributes to the body of knowledge in your field.

5.1. Consider Engaging in Research Colloquia

Present your research in academic colloquia, conferences, or research forums hosted by your department, institution, or external organizations. In particular, research learners are encouraged to participate in the EACC Institutional Multidisciplinary Research Conference

(EACCIMRC) as a platform to showcase their work. This enhances academic experience, builds confidence in public speaking, and opens doors for collaboration and constructive feedback.

5.2. Consider Research Publication

Refine your manuscript for submission to institutional publications such as the EACC Learner Research Journal, or to external peer-reviewed journals. Publishing your work formally validates your research and allows others to learn from or build upon your study.

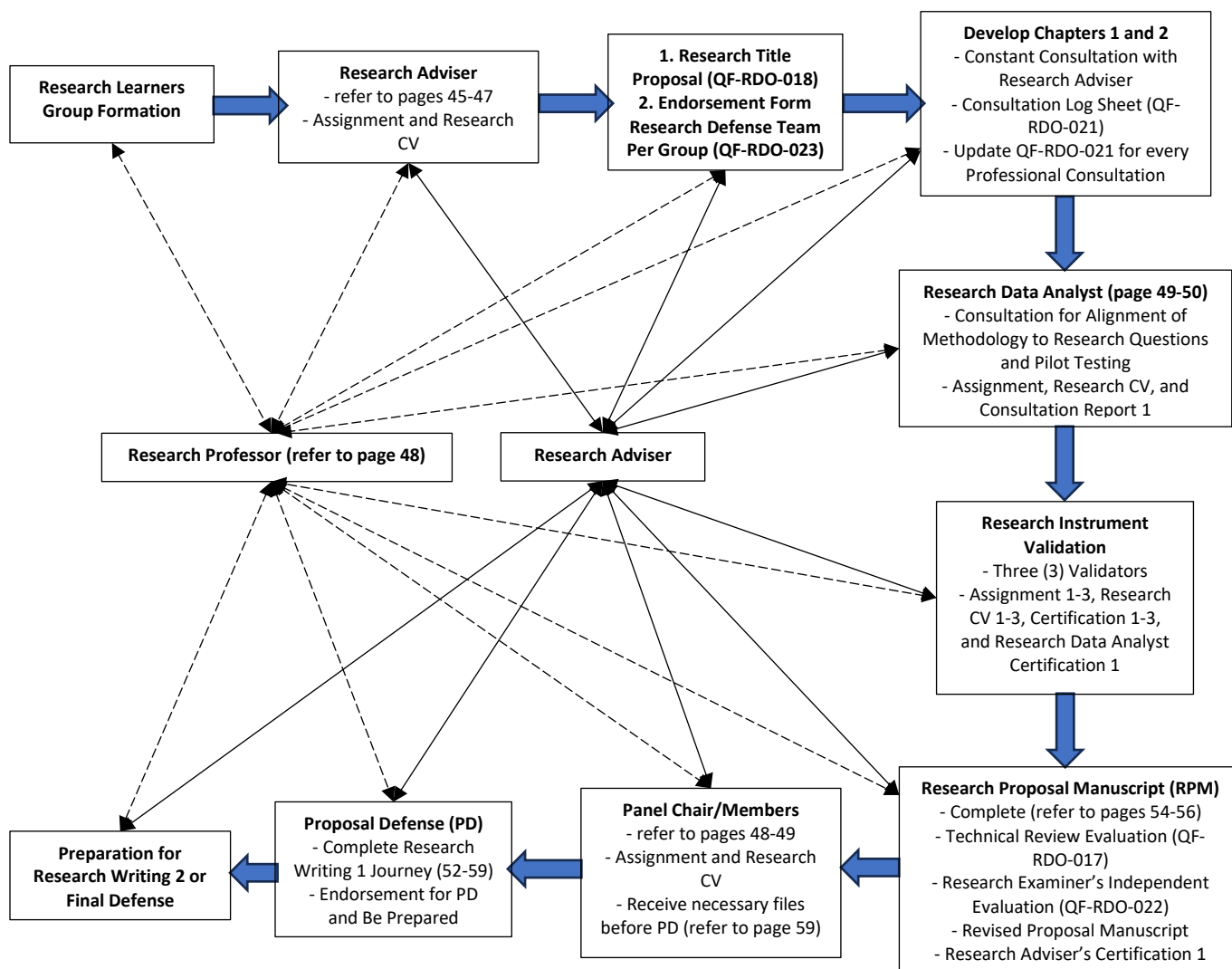


Figure 5: Concept Map of the Research Process Journey Roadmap for the Research Writing 1 or Proposal Oral Defense

Legend:

- ←-----→ Research Professor's Guide to the Learners' Research Process Journey and Accomplishing Forms
- ←-----→ Research Adviser's Guide to Writing the Research Manuscript of Learner-Researchers
- Research Learners' Research Process Journey and Tasks to Accomplish for Proposal Oral Defense

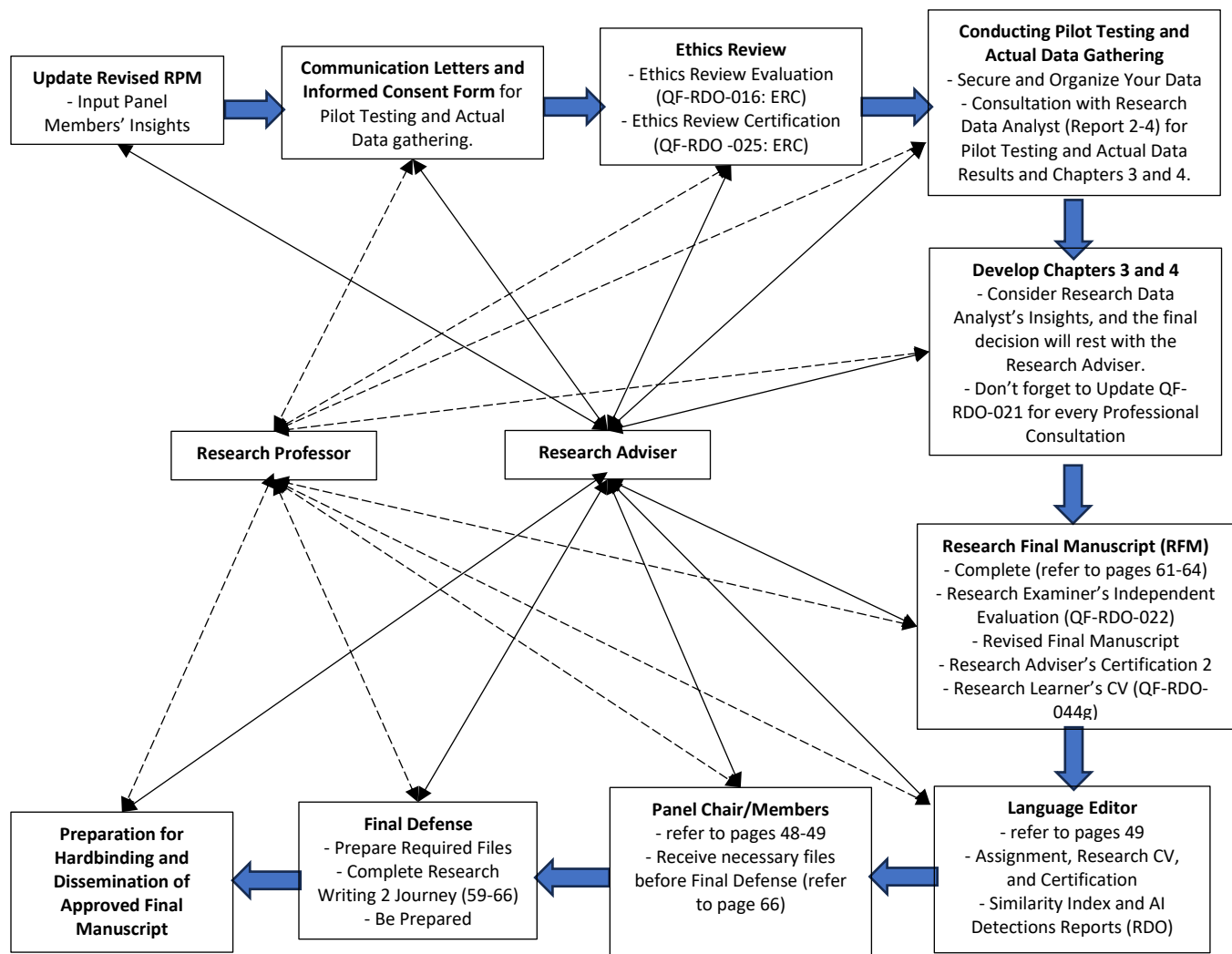


Figure 6: Concept Map of the Research Process Journey Roadmap for the Research Writing 2 or Final Oral Defense

Legend:

- Research Professor's Guide to the Learners' Research Process Journey and Accomplishing Forms
 Research Adviser's Guide to Writing the Research Manuscript of Learner-Researchers
 Research Learners' Research Process Journey and Tasks to Accomplish for Final Oral Defense

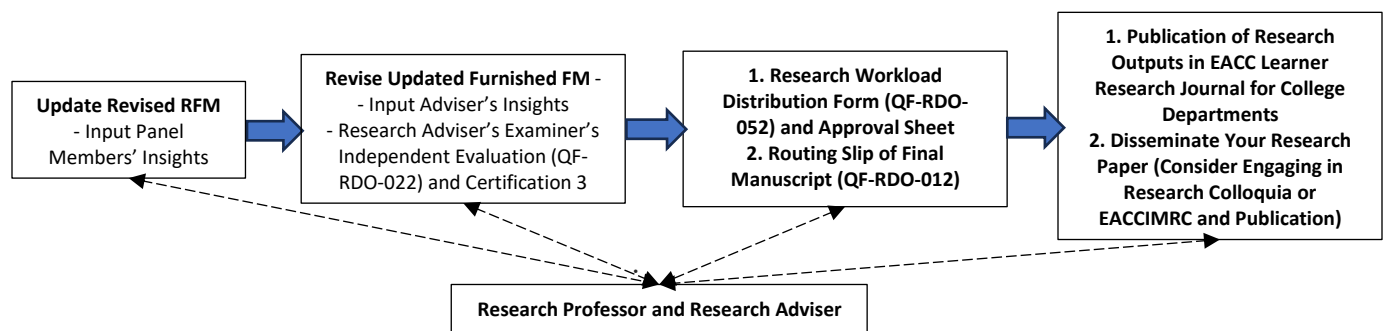


Figure 7: Concept Map of the Research Process Journey Roadmap for the Preparation for Hardbinding and Dissemination of Approved Final Manuscript

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APPENDICES

Sample Preliminaries

A. Sample Title Page

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

An Undergraduate Thesis Presented to the Faculty of the
School of Education, Emilio Aguinaldo College Cavite
Congressional East Ave., Burol Main,
City of Dasmariñas, Cavite

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

Researchers:
KIANNA ALZINA V. DIOCALES

March ##, 2024

B. Sample Table of Contents of Approved Research Final Manuscript

TABLE OF CONTENTS

PRELIMINARIES

TITLE PAGE	#
APPROVAL SHEET	#
CERTIFICATE OF ORIGINALITY	#
ACKNOWLEDGEMENT	#
ABSTRACT	#
TABLE OF CONTENTS	#

CHAPTER 1: INTRODUCTION.....#

<i>Background of the Study</i>	#
<i>Statement of the Problem [and/or (for Descriptive Research)]</i>	#
<i>Objectives of the Study (for Experimental)</i>	#
<i>Theoretical Framework / Conceptual Framework</i>	#
<i>Hypothesis (If Applicable)</i>	#
<i>Significance of the Study</i>	#
<i>Scope and Limitation</i>	#
<i>Definition of Terms</i>	#
<i>Review of Related Literature</i>	#

CHAPTER 2: METHODOLOGY#

<i>Research Design</i>	#
<i>Research Locale</i>	#
<i>Research Participants / Respondents/Sources of Data</i>	#
<i>Sampling Technique</i>	#
<i>Data Gathering Procedure</i>	#
<i>Research Instrument</i>	#
<i>Data Analysis</i>	#

CHAPTER 3: RESULTS AND DISCUSSION#

<i>Data Presentation(Textual, Tabular or Graphic)</i>	#
<i>Data Analysis, Synthesis, Interpretation</i>	#

CHAPTER 4: SUMMARY, CONCLUSION, AND RECOMMENDATIONS.....#

<i>Summary</i>	#
<i>Conclusion</i>	#
<i>Recommendations</i>	#

REFERENCES.....#

LIST OF FIGURES

Figure 1.1 Conceptual Framework	#
(...)	#

LIST OF TABLES

Table 1: Table Title	#
(...)	#

LIST OF APPENDICES

A. Communication Letters	#
a. (...).....	#
(...)	#
B. Research Instrument	#
C. Research Instrument Validation, Certification, & Validator's CV.....	#
a. Research Instrument Validator 1	#
1. Research Instrument Validation Feedback.....	#
2. Research Instrument Validation Certification	#
3. Research Instrument Validator's Research CV	#
b. Research Instrument Validator 2	#
1. Research Instrument Validation Feedback.....	#
2. Research Instrument Validation Certification	#
3. Research Instrument Validator's Research CV	#
c. Research Instrument Validator 3	#
1. Research Instrument Validation Feedback.....	#
2. Research Instrument Validation Certification	#
3. Research Instrument Validator's Research CV	#
D. Assignments, Certifications, and Research CV of RODT.....	#
a. Research Adviser	#
1. Assignment of Adviser	#
2. Adviser's Certification 1-3	#
3. Adviser's Research CV	#
b. Panel Chair	#
1. Assignment of Panel Chair.....	#
2. Panel Chair's Certification 1-2.....	#
3. Panel Chair's Research CV	#
c. Panel Member.....	#
1. Assignment of Panel Member	#
2. Panel Member's Certification 1-2	#
3. Panel Member's Research CV	#
d. Panel Member 2.....	#
1. Assignment of Panel Member	#
2. Panel Member's Certification 1-2	#
3. Panel Member's Research CV	#
e. Research Data Analyst.....	#
1. Assignment of Research Data Analyst.....	#
2. Research Data Analyst's Certification 1	#

3. Research Data Analyst's Certification 2	#
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g. Research Professor	#
1. Proof of Research Professor Load	#
2. Research Professor's Certification	#
3. Research Professor's Research CV	#
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F. Research Workload Distribution Form	#
I. Other Required RDO Forms for Undergraduate Thesis/Research Writing	#
a. Research Title Proposal Form	#
b. Endorsement Form Research Defense Team Per Group	#
c. Consultation Log Sheet	#
d. Research Data Analyst Consultation Report 1-4	#
e. Technical Review Board Evaluation 1-2	#
f. Ethics Review Evaluation Form and Certification	#
g. Research Examiner's Independent Evaluation 1-3	#
h. Similarity Index Report	#
i. AI Detection Report	#
j. Request/Endorsement for Proposal and Final Defense (PD & FD)	#
k. Application Oral Defense Form for Proposal and Final Defense	#
l. Proposal and Final Defense Score Sheets	#
m. Routing Slip of Final Manuscript	#
J. Photo Documentation	#

(For other information, refer to Thesis Manuscript Outline, page 42)

C. Sample Approval Sheet

APPROVAL SHEET

This research hereto entitled:

TYPE RESEARCH TITLE IN ALL CAPS HERE

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 _____.

Chairmanⁱ

Panel Member

Panel Member

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

(TYPE IN ALL CAPS)

Dean, School of _____

Date: _____

D. Sample Certificate of Originality

CERTIFICATE OF ORIGINALITY

I/We hereby declare that the research 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 research 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 Over Printed Name

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

This certification has been reviewed by the Research and Development Office with

Similarity Index: _____

AI Detection: _____

Reviewed by:

Research Data Analyst

Date: _____
(mm/dd/yyyy)

E. 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

This portion contains a brief summary of what is included in the research. 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 research, 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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PROGRAMS ON THESIS WRITING**

2025 Edition

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