



SAN PEDRO COLLEGE STUDENT'S GUIDE TO THESIS AND DISSERTATION WRITING

Revised 2020



FOREWORD

Writing a thesis or dissertation may be a challenging task for any student, but it can also be a rewarding experience. As a requirement for finishing a degree, writing thesis or dissertation exhibits a student's ability to carry out scientific and scholarly research, analyze data to draw logical conclusions, and communicate results in a clear, comprehensive, and interesting manner, following the established styles of the scientific community.

This manual embodies the policies and guidelines in the conduct of research in San Pedro College after due consultations from all the academic programs. While theses and dissertations may vary according to the prescribed writing style of their program or discipline, the standards outlined in this guide, especially researchers, mentors, panel, statisticians, readers, and the research process workflow, shall apply across all programs.

Ultimately, it is the role of the researcher/s under the guidance of their mentor to ensure that the thesis or dissertation follows the required style and format of the institution. Guidelines may be supplemented by additional specifications like those of the Research Ethics Committee, Institutional Biosafety Committee, Institutional Animal Care and Use Committee, and other relevant departmental research policies approved by the research center.

May this manual guide our students to make their journey in doing research a worthwhile experience, consequently fostering a more robust research culture in San Pedro College.

The Administration

DISCLAIMER

This manual is designed to provide general policies and guidelines in the conduct of research among student researcher/s of San Pedro College enrolled in Thesis / Dissertation Writing courses. Should instances or conditions arise beyond the scope of this manual, it is the responsibility of the researcher/s and mentor to inform their respective Deans or Program Head (College and Graduate School) and Research Coordinator (Senior High School) for proper action.

The college reserves the right to update and revise the contents of this manual to comply with institutional policies and the dynamic changes in the research practices.

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AND DISSERTATION WRITING**

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ACRONYMS USED IN THIS MANUAL

- DNA - Deoxyribonucleic Acid
- GIDA - Geographically Isolated and Disadvantaged Areas
- GS - Graduate School
- IP- Indigenous Peoples
- IACUC - Institutional Animal Care and Use Committee
- IBC - Institutional BioSafety Committee
- REC - Research, Publication and Innovation Center
- RPIC - Research, Publication and Innovation Center
- RNA - Ribonucleic Acid
- SPC - San Pedro College
- SHS- Senior High School

Chapter 1

Research in San Pedro College

The Research, Publication, and Innovation Center (RPIC) of San Pedro College was created in 1994 and was previously known as the Research and Development Office (RDO) under the leadership of Dr. Sergio V. Opeña. From 2006 - 2018, it was known as the Research and Publication Office (RPO) with Dr. Marleonie M. Bauyot (2006-2016) and Dr. Samuel F. Migallos (2016-2018) serving as directors.

Since its creation, faculty, staff and students engaged themselves in research activities ranging from competitions, attendance in conferences and fora, capability-building activities, publication, and to some extent innovation both in the local and international arena. These involvements are manifestation of their commitment to advance knowledge and contribute to development. Culture of research is slowly pervading and budding among members of the SPC community, and it remains a challenge on how to sustain and foster this growing interest.

The institution advocates collaboration and sharing of resources encouraging students to work together with other students, teachers, experts, and practitioners from other fields of specialization or disciplines in developing and conducting their research projects. In this way, they build their social and professional network for stronger collaborative activities.

Recognizing that society nowadays rely heavily on research as a tool for lifelong learning, there is a need to revitalize research and strengthen its link with the instruction, extension, and production functions of the institution, thus, the management made it a mandate to institute standards, policies, guidelines, and procedures that will harmonize efforts leading to the optimization and utilization of research output, which are clearly described in this manual.

A. SPC VISION, MISSION, GOALS, and CORE VALUES

Vision

San Pedro College, a Dominican learning community, living and spreading the love of compassionate Jesus, Healer and Teacher, upholds its core values serving the poor and disadvantaged, the Filipinos and the world.

Mission

To provide a nurturing environment beneficial in the total formation of persons.

Goals

- Strengthening spirituality and values formation
- Promoting global competitiveness through better outcomes-based education
- Sustaining the culture of academic excellence
- Upgrading student support services and programs
- Advancing programs through curriculum review and development
- Improving generation of knowledge through quality research and publication
- Creating an environment through better customer relations and satisfaction
- Strategizing human resource management and development
- Intensifying college-community engagement
- Building partnerships and linkages
- Working continuously towards institutional development both material or physical and human infrastructures

Core Values

- Truth and wisdom
- Excellence and quality
- Family spirit and sense of caring
- Respect for the uniqueness of persons
- Social responsibility

B. RPIC Vision, Mission, Goals

Our Vision

A strong and globally competitive research arm of the college pursuing research and innovation breakthroughs utilized by the society and recognized by the academic and scientific community.

Our Mission

The RPIC commits to foster a strong culture of research by honing the research capability of every member of the institution and providing opportunities to conduct, publish, and present research outputs to be utilized by the community.

Our Goals

1. Develop a strong culture of research in the institution
2. Provide quality researches and development programs responsive to the needs of the community we serve and the society as a whole
3. Produce research outputs that would address local, national, and global concerns
4. Conduct an annual research conference as a platform for research dissemination and utilization
5. Promote the publication of the research outputs in ISI, SCOPUS-indexed journals

C. RPIC Scope and Functions

1. Fostering a Culture of Research

The RPIC shall endeavor to actively undertake activities that promote a vibrant research culture in the College. Such activities may include the organization and conduct of international, national, and local research conference; interdisciplinary seminars and workshops; participation in research competitions; and collaboration with other HEIs, government, and partner agencies.

2. *Formulation of Research Agenda and Research Policies*

The RPIC shall initiate the formulation of the College's research agenda and identify specific research topics in accordance with the College's research thrusts and priorities. Furthermore, IRPC shall be tasked the implementation of the College's research policies and guidelines approved by the President.

3. *Review and Approval of Research Projects*

The RPIC shall facilitate the submission of research proposals to the Institutional Research Council and external funding agencies.

4. *Monitoring of Approved Institutional, Commissioned and Externally-Funded Research*

The RPIC shall monitor and oversee the progress and implementation of institutional, commissioned, and externally-funded research projects.

5. *Research Budget Allocation*

In coordination with the College's divisions and programs, the RPIC shall prepare an annual budget for the research agenda that will be submitted to the President for approval. The research budget allocation will be based on the institutional research thrusts and priorities.

6. *Research Dissemination and Utilization*

The RPIC shall encourage the sharing of data and information derived from research undertakings by:

- a. Requiring the researcher to conduct a seminar on the completed research for the purpose of disseminating the study results to the college and to the community as a whole.
- b. Publishing the research results in peer-reviewed national and international ISI or SCOPUS-indexed journals or SPC journals and publications
- c. Providing a databank of all completed researches

7. *Publication*

The RPIC shall publish research and scholarly works in the form of journals, books, monographs, creative works, and popular and innovative media, both

traditional and non-traditional. Publications produced by the College shall observe intellectual property laws, rules and agreements.

8. *Capability-Building*

The RPIC shall establish research and publication capability program for faculty, staff and interested undergraduate and graduate students.

9. *Fund Sourcing*

The RPIC shall actively source funds for operations and project implementation aside from the budget provided by the institution such as from external funding agencies. The center shall assist investigators in preparing the necessary documents required in applying for grants/funds.

RPIC shall be the central office that will facilitate and administer research grants, receive funds from sponsor organizations/institutions, request for release of funds to the investigators, conduct internal audit and ensure the proper conduct and subsequent termination of completed externally funded research.

10. *Collaboration and External linkages*

The RPIC shall serve as the bridge between the researcher and the institution, the researcher and the funding agencies, the institution and the funding agencies, the institution and other HEIs, the institution and partner agencies. IRPC shall strive to build a supportive research environment such as developing seed funding programs, publication grants, travel grants for research conferences, and other research-related training activities.

**D. RPIC Organizational Structure
Duties and Functions**

1. *The Board of Trustees*

The Board of Trustees (BOT) shall give the final approval to the RPIC on major projects and other institutional and commissioned research projects. Likewise, the BOT shall also approve the proposed annual budget for the center as presented by the MANCOM.

2. *The President (Chief Executive Officer)*

The President shall convene the MANCOM and BOT to deliberate on concerns that shall arise in innovation, research and publication.

3. *The Executive Vice President (Chief Operating Officer)*

The EVP shall advise the RPIC Director on matters concerning administration and management of research related programs and activities.

4. *Institutional Research Council*

The Institutional Research Council (IRC) serves as an advisory panel to the Director of RPIC. The council composed of one (1) chairperson and eight (8) members duly appointed by the President of the College. As an advisory committee, it counsels and provides recommendations on the research initiatives to be considered by the center. Should there be concerns arising from the conduct of researches, the Director may tap the council for assistance in the decision-making process. Likewise, the Council shall be consulted of new policies and revision/s of existing protocols should the need arise.

5. *RPIC Director*

The Director reports official updates and/or information directly to the Executive Vice President and President. As the overall supervisor of the school's research and publication initiatives, the Director:

- a. Directly presents to the EVP and President recommendations on research and publication policies, budget, and other RPIC-related concerns
- b. Supervises and directs the Associates for Research and Publication to accomplish the Office's goals, objectives, and tasks
- c. Initially screens and approves internal and external research projects
- d. Identifies and establishes networks with experts who shall help the office in reviewing submitted proposals
- e. Receives and decides on monitoring and evaluation reports of on-going research projects
- f. Conducts researches and initiates publication of the same in the ISI and Scopus-indexed Journals, Mindanao Nursing Journal and the *Madayaw* Journal.

6. *Research Coordination Office*

The Research Ethics Committee (REC) is the primary body tasked to review proposed protocols involving human participants to ensure that they conform with internationally and locally accepted ethical guidelines, monitor on-going studies and, where relevant, take part in follow-up action and surveillance after the end of the research. The committee also has the authority to approve, reject or stop studies or require modifications of research protocols.

The Institutional BioRisk Committee (IBC) reviews, approves, oversees, and monitors research involving the use of recombinant or synthetic DNA/RNA, infectious agents, chemical, and other biohazards. The committee also has the authority to approve, reject or stop studies or require modifications of research protocols.

The Institutional Animal Care and Use Committee (IACUC) shall take charge of ensuring the ethical and sensitive care and use of animals in research, teaching and testing. The committee also has the authority to approve, reject or stop studies or require modifications of research protocols.

7. *Publication Head*

The Publication Head shall support and implement the publishing activity of the RPIC through a range of editorial and administrative responsibilities.

Specifically, the PEA shall perform the following responsibilities:

- 7.1 Coordinate journal submission process, including peer review
 - a. Act as the main point of contact for reviewers and authors, including providing support on online submission as needed.
 - b. Acknowledge new and resubmitted journal articles and check adherence to house style requirements. Contact authors to resupply material as necessary.
 - c. Liaise with Editorial Advisory Board on a weekly basis to update on new submissions, and invite suggestions from reviewers.
 - d. Liaise with reviewers and manage peer review process.

- 7.2 Coordinate book proposal review process
 - a. Facilitate the review process of faculty members who expressed intent to publish book or laboratory manuals
 - b. Liaise with reviewers (*may be suggested by the faculty*) and manage peer review process.
 - c. Check final manuscript submission and contact authors to ensure any missing or incorrect material is provided prior to production
 - d. Ensure that third-party material has appropriate permission documentation.

- 7.3 Process and maintain copyright and permission requests
 - a. Process permission requests and maintain internal records
 - b. Maintain record of copyright permissions for all published books
 - c. Ensure a yearly publication of the school journals
 - d. Periodic updating of IRPC activities through news and articles to the SPC website

- e. Submit one complete research (solo or co-author) and one research proposal per school year.

8. *Research Associate*

Takes charge of the research training of the faculty. The Research Associate shall also perform the following functions:

- a. Facilitate applications for research grants
- b. Monitors approved institutional and contracted research
- c. Coordinates with the research coordinators of each program
- d. Submit one complete research (solo or co-author) and one research proposal per school year.
- e. Publish completed research in ISI or SCOPUS-indexed journals, in the Mindanao Nursing Journal and/ or the *Madayaw* Journal.

9. *Publication Associate*

Takes charge of upgrading existing journals as well as helping individual division publication projects, including the development of instructional materials. The Publication Associate shall also perform the following functions:

- a. Initial edits and proofreads the materials set to be published for the journals and other publications of the office.
- b. Assists in the production of researches for publication.
- c. Submit one complete research (solo or co-author) and one research proposal per school year.
- d. Publish completed research in ISI or SCOPUS-indexed journals, in the Mindanao Nursing Journal and/ or the *Madayaw* Journal.

10. *Department Research Council*

Academic Departments shall organize their own Research Council under the leadership of the Department Dean. The Research Council shall determine the research agenda of the Department and shall be directly responsible in animating the research culture among faculty and students. In order to carry out these tasks, the Departmental Research Council shall be actively involved in the formulation of research policies that will nurture a strong research culture. Moreover, the Council shall be responsible for situating the needs of their respective Departments.

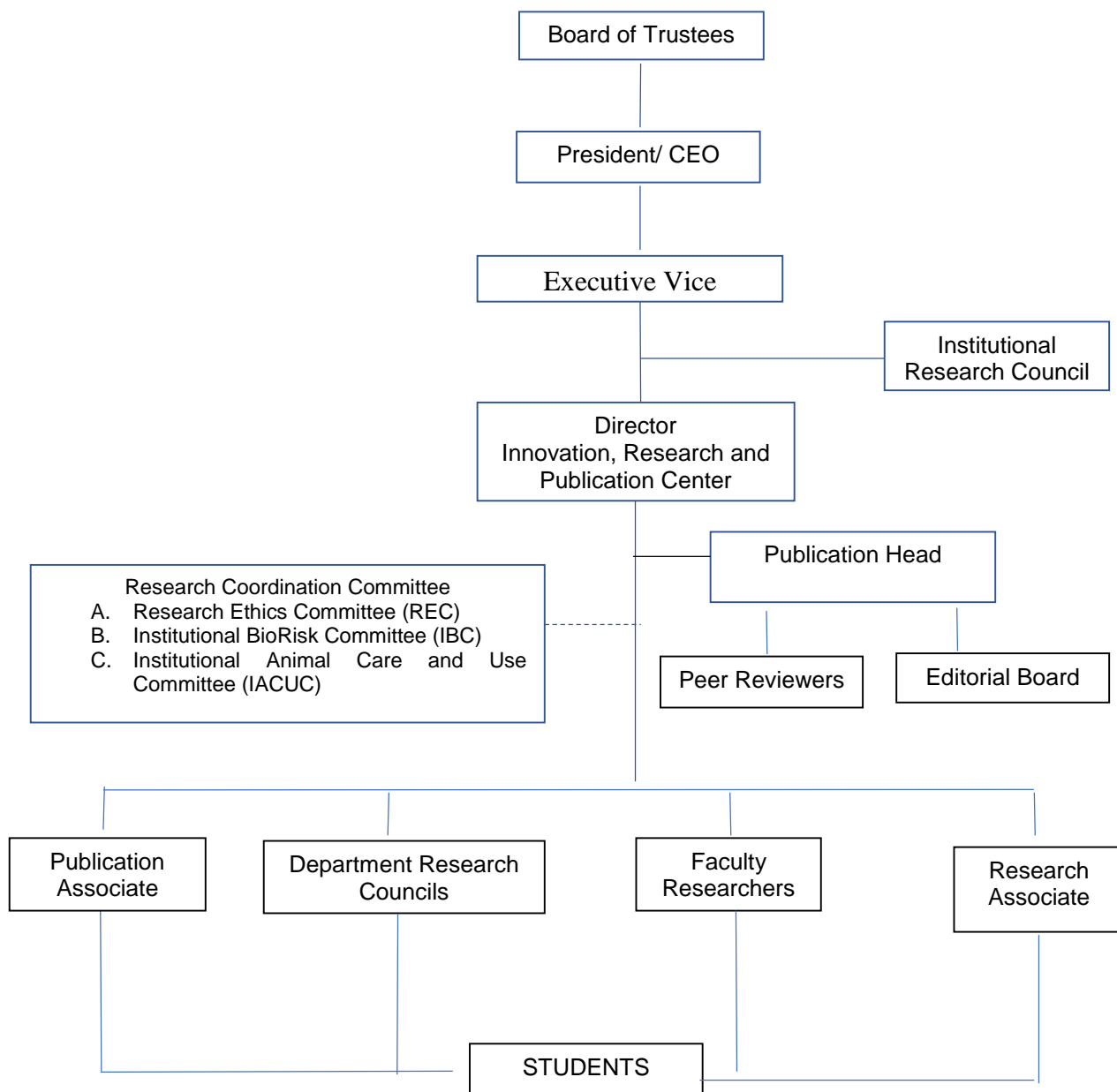


Figure 1. The RPIC Organizational Structure

E. RPIC Official Logos

1. RPIC Logo

Previously known as Research and Development Office (RDO) in 1994 to 2006, and Research and Publication Office (RPO) in 2006 to 2016, the research arm of San Pedro College continuously commits to creating impact to the Filipinos and the world, especially to the poor and disadvantaged by producing new knowledge, cultivating and supporting linkages/ collaboration, relevant publication and transformative innovation; thus the RPO progressed to being known as the **Research, Publication and Innovation Center**.

The RPIC Logo embodies the aspiration of the office to be a competitive and robust arm in producing research, publication, and innovation as one of the functions of HEIs, using the most primordial of geometric shapes, circle.



Circles represent the collective force coming together to form the letters R, P, I, and C. In different colors, it accentuates the feeling of mobility (green), connectedness (blue), dynamism (red), balance (gray), and collaboration (orange) to underscore the fact that a good research is a product of transdisciplinary approach, that is, going beyond just blending disciplines, but linking concepts and skills through a real-world context. The logo also features circles in different sizes, which equate to every member of the SPC Family that regardless of their function, can contribute to the advancement of research. Circles in various sizes also represent the convergence of research undertaking from all disciplines in coming up towards our goal which is to develop research culture, provide quality researches and development programs, produce research outputs, disseminate and utilize research results, and promote publication to a wider audience. The blue text spells out the name of the office, which bears the official color of San Pedro College.

SPC... Onward to greater heights is a call for unity and inclusivity which is powerfully captured in this logo.

2. Madayaw Journal / Madayaw International Multidisciplinary Research Conference Logo



Taking inspiration from the College's multidisciplinary, peer-reviewed journal bearing the same name, the Madayaw International Multidisciplinary Research Conference translates this Dabawnon word—which means anything good, beautiful and pleasant—as an avenue to fellow researchers and scholars to discuss, share, and expand boundaries of knowledge and research interest among various disciplines to share ideas, learn current trends, and forge partnerships and collaborative agreements between and among themselves.

The conference initially envisions taking part of the festivities of the city's annual celebration of the Kadayawan Festival; thus, the silhouette of the Philippine Eagle, as well as the letter M, shaped like a mountain were used to represent what our city is known for. Furthermore, the colors purple, red, orange, green, and yellow in gradient represent the indigenous groups of Davao City.

With this play of symbols and colors, the conference hopes to transcend and sustain the culture of sharing and advancing research, publication, and innovation relevant across disciplines and regions.

3. Research Ethics Committee Logo



The proposed SPC-REC logo represents the main function of the Research Ethics Committee, which is to evaluate ethical soundness of research protocols, and whether or not these protocols abide by ethical standards. The circles shaped to form a weighing scale, portrays justice in evaluating protocols, ensure that what is right should be done in the implementation of researches, and to eliminate if not minimize harm to research participants and the researchers. The big yellow colored circle represents the appointed Chairperson of the Committee who will lead the committee in performing its function. The orange colored circles represent the appointed regular member while the royal-blue colored circles represent the alternate members of the committee. The laurel wreath symbolizes the academic affinity of the committee, it being one of the institutional committees of San Pedro College. The royal blue coloration of the text “San Pedro College Ethics Committee”, SPC-REC, and the laurel wreath represents honesty, responsibility, and trust that embody the committee. The brown textured-background inside the big circle represents stability, honesty, and reliability of the committee. The gray stand to which the members of the committee are anchored together with the scales holding the “check” and “x” marks, represent neutrality of the committee in deciding for protocols under review. The yellow, royal blue, and orange colors of the circles depicting the members of the committee represent their independence, freedom to communicate, and decision-making.

F. Harmonized Research, Development and Extension Agenda

Responding to the government's call of directing all efforts to realize Ambisyon Natin 2040 or the collective long-term vision or aspirations of the Filipino people for themselves and for the country in the next 25 years, the Research Publication and Innovation Center and the Community Engagement and Extension Service of San Pedro College declare the unification of the research and extension agenda.

The RDE Agenda of San Pedro College supports the Filipinos vision of attaining *Matatag* (Strongly Rooted), *Maginhawa* (Comfortable), and *Panatag* (Secure Life) in 2040. Serving as pillars to attain this vision are research, development, and extension investments that would enhance moral and social fabric (*malasakit*), inequality-reducing transformation (*pagbabago*), and increasing growth potentials (*patuloysapag-ulad*) of the Filipino people. San Pedro College declares its RDE Agenda on: Health and Wellness, Environment and Natural Resources, Disaster Risk Management and Climate Change, Social and Cultural Development, and Quality Education, Industry and Transformative Innovations.

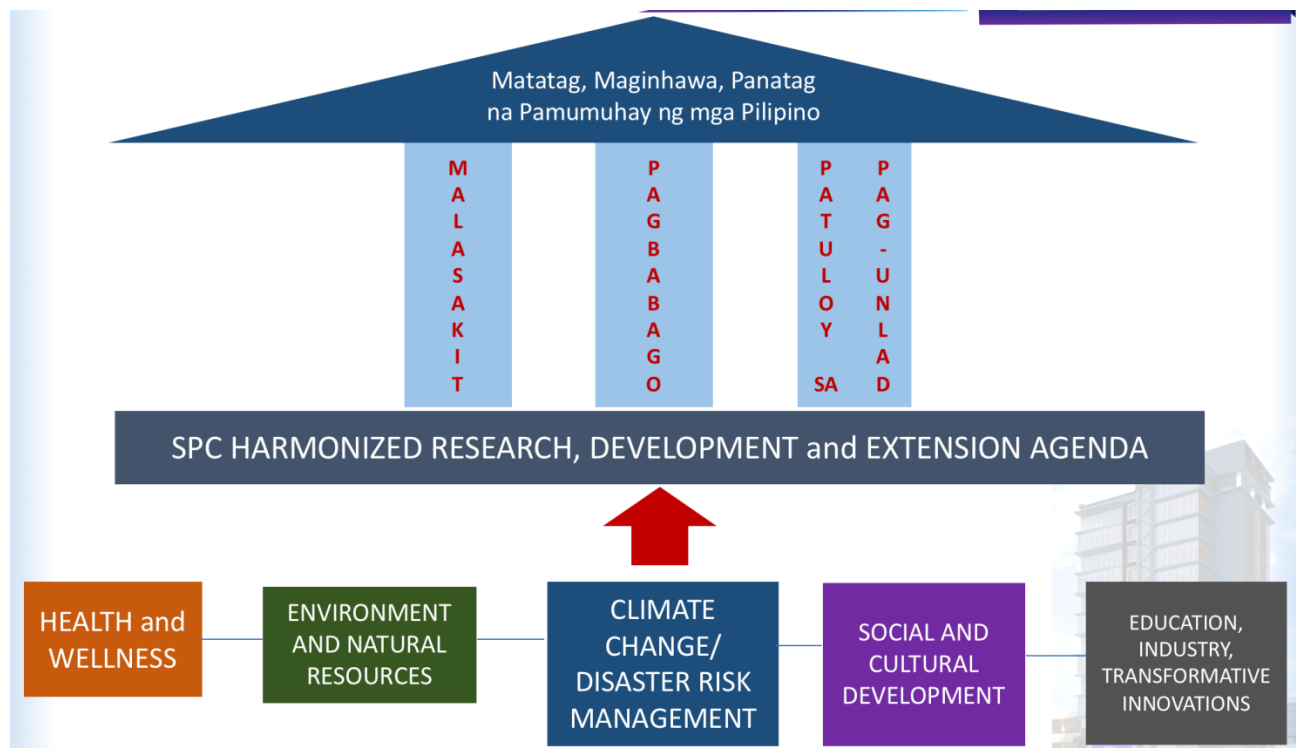


Figure 2. Research, Development, and Extension Agenda 2020 - 2025

Research Agenda	Themes	Topics
<p style="text-align: center;">Health and Wellness</p> <p><i>Good health is one of the elements of comfortable life, hence, researches that would promote access and delivery of health care services, health technology development, and understanding social dimensions of health are the priority areas under this agenda.</i></p>	<p>Access and Delivery of Health Care Services</p>	<ol style="list-style-type: none"> 1. Primary Health Care <ol style="list-style-type: none"> a. Health Promotion b. Reproductive Health c. Immunization d. Maternal and Child Health and Nutrition e. Physical therapy and rehabilitation 2. Community-based Health Care Delivery System <ol style="list-style-type: none"> a. Health access and delivery in Geographically Isolated and Disadvantaged Areas b. Rural health care c. Service delivery during disaster or calamity d. Access and Delivery of Health Care Services among the Vulnerable Groups e. Communicable and Non-Communicable Diseases 3. Mental Health <ol style="list-style-type: none"> a. Mental Health of students, faculty, and staff b. Workplace Mental Health c. Anxiety disorders d. Depression and other related disorders
		<p>Health Technology Development</p>

		<ul style="list-style-type: none"> b. OMIC Research for Health c. ICT for Health d. Innovations which will reduce risks to health emergencies and outbreaks
	<p>Social Dimensions of Health</p>	<ul style="list-style-type: none"> 1. Filipino perceptions on Health 2. Herbal and folkloric medicine 3. Models for good governance in health management 4. Policy studies relating to health 5. Social Innovations in Health 6. Traditional Health Knowledge, Practices and Innovations
<p>Environment and Natural Resources</p> <p><i>RDE activities that would protect, restore, and manage our environment and natural resources are given priority in this agenda.</i></p>	<p>Biodiversity of marine and terrestrial life</p>	<ul style="list-style-type: none"> 1. Aquatic/Marine Life 2. Application of genomics in the study of diseases of aquatic species, improving resistance to climate change; molecular phylogenetics; population genetics 3. Bioinformatics analysis, population genomics of marine organisms
	<p>Conservation Biology</p>	<ul style="list-style-type: none"> 1. Watershed Management 2. Conservation of coral reef 3. Sustainable environment for the future generation 4. Energy and resources conversation
	<p>Pollution Control</p>	<ul style="list-style-type: none"> 1. Solid waste management 2. Single-use plastics 3. Microplastics contamination 4. Food and water security and safety 5. Air, water, noise pollution control

<p>Climate Change Adaptation and Mitigation/ Disaster Risk Management</p> <p><i>RDE that would support the mitigation and adaptation to global warming and disaster risk reduction are welcome in this agenda.</i></p>	<p>Climate change adaptation and mitigation</p>	<ol style="list-style-type: none"> 1. Solid wastes management 2. Single-use plastic policy 3. Mitigation and adaptation studies (including protected agriculture, vertical agriculture) 4. Development of decision support systems for selected ecosystems 5. Rehabilitation strategies for critical mangrove and coastal forest 6. Monitoring and detection of ecosystem changes 7. Rehabilitation of vulnerable ecosystem to climate change
	<p>Disaster Risk Management</p>	<ol style="list-style-type: none"> 1. Enhancement of resiliency of communities 2. Innovations for emergency medical care services, water, sanitation, hygiene, and nutrition 3. Technology development for search and rescue, triage and emergency health 4. Intervention models to reduce prevalence of infectious diseases 5. Post disaster solutions to access health care services, e.g. maternal, newborn and child health, sexual and reproductive health, food security, nutrition, housing, education
<p>Social and Cultural Development</p> <p><i>Fundamental RDE activities that would support socio-cultural development and formation in faith studies.</i></p>	<p>Gender Studies</p>	<ol style="list-style-type: none"> 1. Gender and Equality 2. LGBTQ+ studies 3. Women Empowerment 4. Sexuality and Queer Studies 5. Health and Disease 6. Mental Health 7. Violence against women and children
	<p>Formation in Faith</p>	<ol style="list-style-type: none"> 1. Catholic identity and mission in the modern society 2. Promoting dialogue on faith and life and culture 3. Formation of non-Catholic students and teachers in Catholic Schools 4. Spirituality in Catholic schools 5. School-Parish/Church Linkage (GKK, Catechesis, Ministries, Apostolates)

		<ol style="list-style-type: none"> 6. Schools participation in the evangelizing mission of the church 7. Interreligious dialogue 8. Catholic life in the family and community
	<p>Social and cultural issues confronting the youth</p>	<ol style="list-style-type: none"> 1. Bullying in schools 2. Drug addition 3. Teenage pregnancy 4. Depression 5. Mental health 6. Filipino culture and values 7. Violence 8. Health behaviors 9. Policy studies on promoting socio-cultural development
<p>Education and Industry</p> <p>RDE focused on the development of education, pedagogy, policies on education, business and development, social innovations are catered in this agenda</p>	<p>Quality Education</p>	<ol style="list-style-type: none"> 1. Teaching modalities 2. Learning assessment practices 3. Curriculum development 4. Student learning characteristics and teaching styles 5. Development of rubrics and evaluation tools 6. Education models 7. Instructional materials
	<p>Resource management and sustainable development</p>	<ol style="list-style-type: none"> 1. Countryside Development 2. Micro, small and medium enterprises (MSMEs) 3. Developing and producing competitive and world class products and services 4. Entrepreneurship 5. Marketing SPC research outputs 6. Branding 7. Unemployment 8. Employee motivation and work performance 9. Partnership with stakeholders 10. ICT Innovations in business

G. Institutional Research Programs

As part of its preparedness to engage in linkages and networking with other organizations, government, and non-government, local and international colleges and universities, the Research Center initiated four (4) programs from the RDE Agenda aligned with the institutional goals.

1. *Research Caring Program*

This program is responsible in propagating research studies and trainings with caring as its primary output. This is a long-term agenda which will initiate special trainings, researches, and short-term courses on caring.

The impact of this program is manifested in the following components, namely:

- a. Caring for the Unborn Child
- b. Caring for the Sick
- c. Caring for the Elderly
- d. Caring for the Poor and Disadvantaged
- e. Caring for Spiritual Values
- f. Caring for Peace and Love
- g. Caring for Governance and Leadership
- h. Caring for the Community and the Environment
- i. Caring for the Students, Graduates, And Stakeholders
- j. Caring for the Employees

2. *Natural Products for Drug Discovery and Development*

Natural products are of fundamental importance to drug discovery. By combining knowledge in traditional medicine with the use of modern technology, natural products can help develop more sound, environmentally friendly, economical, and drug discovery processes. Hence, SPC supported the establishment of an Animal and Research Hub at SPC Ulas Campus. The Research Hub is an animal breeding and testing facility and the first in Mindanao. With this program, SPC envisions producing researches with natural products as an output that would eventually lead to drug discovery. With animal testing, students and faculty researchers can generate more robust data to predict the natural products' outcome in higher form of animals such as human beings. Through this program, capacity-building activities will be initiated for faculty, staff, and students, such as but not limited to proper care and handling of

animals, isolation, and fractionation of phytochemical components of plants and the correct process of product development.

3. Grassroots Innovation

SPC's engagement with Indigenous Peoples (IP), Geographically Isolated and Disadvantaged Areas (GIDA), and the poorest among the poor communities in Davao Region is one of the hallmarks of community extension activities decades back. SPC holds that innovation and community action are essential strands of sustainable development, hence establishing this program. Grassroots innovations refer to community initiatives in developing novel bottom-up solutions to respond to the local situation and the interests and values of communities involved. Researches that would support grassroots innovations, including marketing their product, establishing social enterprises like farmers' market and cooperatives, and community action, are welcome in this program.

Chapter 2

SPC Guidelines on the Conduct of Thesis and Dissertation

A. STUDENT RESEARCHER/S

1. General Overview

Student researcher/s is/are any bonafide student/s of San Pedro College enrolled in research, specifically thesis and dissertation writing, or research-related courses. All faculty members who handle research with expected research outputs are to abide by the contents of this manual. As such, this manual is applicable to the following courses:

Table 1.

Research Courses in San Pedro College (Graduate School, College, Senior High School)

GRADUATE SCHOOL			
Course Code	Course Title	Semester Offered	Program
PhDN 703	Qualitative Research in Nursing	1 st Trimester	PhDN
PhDN 704	Quantitative Research in Nursing	1 st Trimester	PhDN
PhDN 715	Dissertation II	Terminal Year	PhDN
PhDN 716	Dissertation I	Terminal Year	PhDN
PhGC 602	Quantitative Method of Research	1 st Trimester	PhDGC
PhGC 603	Qualitative Method of Research	1 st Trimester	PhDGC
PhGC 617	Dissertation I	Terminal Year	PhDGC
PhGC 618	Dissertation II	Terminal Year	PhDGC
IC 501	Methods of Research	1 st Trimester	MAIC, MIC
IC 514	Action Research	Terminal Year	MAIC, MIC
Psy 501	Advanced Methods of Research	1 st Trimester	MP, MSP
Psy 525	Thesis Proposal Defense	Terminal Year	MSP
Psy 526	Thesis Proposal Defense	Terminal Year	MSP
Nsg 501	Methods of Research	1 st Trimester	MN
Nsg 518	Research Project	Terminal Year	MN

MSMT 101	Methods of Research	1 st Trimester	MSMT
MSMT 115	Thesis Writing I	Terminal Year	MSMT
MSMT 116	Thesis Writing II	Terminal Year	MSMT
GC 501	Methods of Research	1 st Trimester	MGC
GC 514	Action Research	Terminal Year	MGC
HA 201	Methods of Research	1 st Trimester	MAHA
A 215	Thesis Writing I	Terminal Year	MAHA
HA 216	Thesis Writing II	Terminal Year	MAHA
Nsg 401	Methods of Research	1 st Trimester	MAN
Nsg 414	Thesis Writing I	Terminal Year	MAN
Nsg 415	Thesis Writing II	Terminal Year	MAN
GC 101	Methods of Research	1 st Trimester	MAGC
GC 115	Thesis Writing I	Terminal Year	MAGC
GC 116	Thesis Writing II	Terminal Year	MAGC
COLLEGE (UNDERGRADUATE PROGRAMS) CURRICULUM			
ABM 115A	Business Research – Intro to Research	2 nd Semester	BSBA
ABM 116	Thesis Writing – Full Paper Presentation	1 st Semester	BSBA
ABM 168	Accounting Information Systems Research Methods	1 st Semester	BSAIS
ABM 178	Accounting Information System Research	2 nd Semester	BSAIS
Educ 163	Research 1: Methodology	2 nd Semester	BAEL, BHumserv, BSEd, BPEd
Educ 165	Research 2: Thesis	1 st Semester	BAEL, BHumserv, BSEd, BPEd
BIO 212	Biology Research Proposal Writing	2 nd Semester	BSBIO
BIO 214	Biology Research Data Collection	Summer	BSBIO
MLS Res- lec100	Introduction to Medical Laboratory Science Research	1 st Semester	BSMLS
MLS Res- lec200	Medical Laboratory Science Research Paper Writing and Presentation	2 nd Semester	BSMLS

NCM-Lec211	Nursing Research 1	1 st Semester	BSN
NCM 215	Nursing Research 2	2 nd Semester	BSN
PhRes 1A	Pharm Research & Technical Writing	2 nd Semester	BSP Pharm
PhRes 1B	Research Thesis Writing & Defense	1 st Semester	BSP Pharm
PT Res	Introduction to Research (EBP)	2 nd Semester	BSPT
PT Res-lec 2	Research Proposal Writing	Summer	BSPT
PT Res-lec 3	Research Implementation	1 st Semester	BSPT
PSYCH 315	Research in Psychology I	1 st Semester	BSP Psych
PSYCH 318	Research in Psychology II	2 nd Semester	BSP Psych
RDTRES 1	Introduction to Research	1 st Semester	BSRadTech
RDTRES 2	Research Writing	2 nd Semester	BSRadTech
RT Res 1	Introduction to Research Methods	1 st Semester	BSRT
RT Res 2	Clinical Research I	1 st Semester	BSRT
RT Res 3	Clinical Research II	2 nd Semester	BSRT
SENIOR HIGH SCHOOL CURRICULUM			
Res 100	Practical Research 1	2 nd Semester	ABM, HUMSS, STEM
Res 200	Practical Research 2	1 st Semester	ABM, HUMSS, STEM
Res 300	Research Project/ Culminating Activity/ Inquiries, Investigations	2 nd Semester	ABM, HUMSS, STEM

A. Responsibilities of the Researcher/s

1. Prepare research manuscript.
2. Identify research needs and provide initiatives to meet them;
3. Attend all planned research activities and come on time during advising/ mentoring appointments;
4. See the mentor only on the appointed time keeping in mind that the mentor may have other responsibilities;
5. Keep the mentor informed/ updated of the research progress;
6. Keep with and follow the Research Method Professor, Research Mentor/ Adviser, and Research Panelists recommendations;
7. Be receptive to critique on the written work and other matters related to advising;
8. Maintain professionalism at all times as reflected in one's language and actions;
9. Accomplish the research plan or Gantt Chart within the approved timeline; and
10. Comply with all the research policies of the institution in preparing the final paper or manuscript.

B. Research Method Professor

1. General Overview

Research Method Professors are faculty members of SPC duly designated by the Program Coordinator or Dean of the Department to teach students the fundamentals of research methods, writing, and presentation.

2. Criteria for the Selection of Research Method Professor

A faculty of SPC designated to handle Research Method should preferably possess **at least one** of the following criteria:

1. Has a master's degree (preferably thesis track) in the same field or closely related discipline;

2. Has published at least one (1) research in a national or international research journal on the same field of specialization; and
3. Is a practitioner in the same field of specialization.

3. Roles of the Research Method Professor

1. Implement the research policies and guidelines prescribed by the institution.
2. Introduce to the students rigors of research method including but not limited to technical writing, literature review, various research designs, and data analysis tools and techniques.
3. Assist the students and mentor in the conceptualization of research topics.
4. Facilitate the assignment of research advisers/ mentors and panelists in coordination with the Research Coordinator (SHS), Program Coordinator or Dean (College and GS) of the department following the guidelines of the institution.
5. Attend research-related and capacity-building activities organized by RPIC such as Research and Extension Week Celebration and Madayaw Conferences.

C. Research Advisers / Mentors

1. General Overview

Research Advisers or Mentors are any bona fide faculty (full time or part time) of San Pedro College designated to guide students during their conduct of research.

2. The Research Mentor as Co-Researcher/Co-Author

San Pedro College recognizes the significant role and expertise of faculty mentoring the completion of students' research work from conceptualization to utilization. Hence, SPC declares the research mentor/adviser as co-author/s/co-investigator/s of the study. The faculty's engagement in all the phases of the research process will equip the student/s with the necessary knowledge, skills, and attitude toward the completion of their final academic requirement.

3. General Guidelines and Policies on Research Adviser

- a. Faculty members with Masters or PhD degrees are enjoined to serve as mentor of student researches. The faculty declares his/her research expertise and interest and together with the students (research group) decides a research topic.
- b. Mentor shall be appointed by the Dean/ Program Head of the Department (Research Form A) upon the request of the student/s considering academic qualifications, expertise of the faculty in the chosen thesis/dissertation topic, and willingness of the faculty to accept the assignment.
- c. Each research adviser/mentor shall have a maximum of five (5) groups of advisees, however, in the event that there are no more qualified mentors/advisers, the Dean/Program Head or Research Coordinator (SHS) may deem to assign adviser/mentor additional advisee/s not exceeding four (4) more groups.
- d. Mentor/adviser and student researcher/s are expected to have at least 10 consultation meetings documented using the Adviser Consultation Form (Research Form B) available at the Dean's Office or the Research Center.
- e. Mentor as co-researcher may share out-of-pocket expense relevant to research activities.
- f. Research advising may be done face-to-face, e-mail, and other social media platforms.
- g. Manuscripts should be returned to the student/s within seven (7) working days from the date of receipt.
- h. Administrative concerns like defense fees, change of adviser, data analysis fee is directed to the Dean/ Department Head.
- i. In cases where a Research Adviser / Mentor has to be changed due to resignation, retirement, termination, non-goodness of fit, or any extreme cases deemed valid, it is the call of the Dean, Program Head, or Research Coordinator (Senior High School) to endorse another research adviser depending on his or her field of expertise.

- j. Change of adviser automatically means the change of research topic. However, if the former mentor agrees that the student under a new mentor will pursue the same topic, it will be retained. In such a case, the student should submit a letter of retaining the topic duly signed by the former mentor. Depending on the degree of contribution of the former mentor/adviser, he/she may be a co-author of the paper as recommended by the students and current mentor/adviser.

4. Criteria for the Selection of Research Adviser/Mentor

A faculty assigned as research adviser/mentor must possess the minimum academic degree and required output.

For SHS and College level, Research Adviser/mentor must have the following qualifications:

1. Master's degree in a thesis track program preferably, the graduate degree is in the same or related area of specialization with the research topic of the mentee.
2. Preferably has published an article in a reputable research journal in the Philippines or abroad and/or practitioner in his/her area of specialization.

For Graduate School level, Research Adviser/mentor in the Master's Degree Program must have the following qualifications:

1. Doctorate or Ph.D. degree in the same or related area of specialization with the mentee's research topic. In instances when there is a shortage of doctorate or Ph.D. advisers among the faculty, a research adviser with a Master's Degree may be appointed by the Dean of Graduate School, provided that mentor's graduate degree is in the same or related area of specialization with the mentee's research topic.
2. Preferably the adviser must have published an article in a reputable research journal in the Philippines or abroad and/or a practitioner in his/her area of specialization.

5. Procedures on the Selection of Research Adviser

- a. The student researcher/s should submit to the Research Methods Professor his/her/their proposed research topics using Research Form C (Research Topic Form) available at the RPIC, Dean's, and Research Coordinator's Office (SHS).

For the Graduate School, the student researcher nominates three (3) possible mentor (Research Form D) he/she would like to work with based

on the expertise and experience of the mentor after the panel for concept paper defense approved the most researchable and relevant topic.

- b. The Research Methods Professor shall determine the merit of the submitted proposal and may propose amendments or revisions if necessary.
- c. The Research Method Professor (College and SHS) and Program Coordinator (Graduate School) shall endorse the adviser/ mentor for each group or student to be approved by the Dean (College and Graduate School) or the Research Coordinator (Senior High School).
- d. Selection shall depend on the approved research topic of the student and the area of specialization of the proposed adviser/mentor.
- e. The selected Research Adviser/Mentor shall then be issued an appointment letter (Research Form A) duly signed by the Dean (College and Graduate School) or the Research Coordinator of the Senior High School. Only then will the student – adviser/mentor consultation shall commence.

6. Responsibilities of the Research Adviser/Mentor

- a. Provide direction and assistance to students in the whole research process;
- b. Evaluate students' work objectively, explaining the strengths and weaknesses of the paper;
- c. Know the students' research needs and make oneself available during advising appointments;
- d. Keep a record of all meetings related to advising;
- e. Monitor the students' accomplished activity vis-à-vis the Gantt chart;
- f. Determine the readiness of the students for proposal and final defense;
- g. Recommend proposal and final defense of students (Research Form E);
- h. Help the students during decision making on related academic matters;
- i. Return the manuscript to the student/s one week after revisions are made from the proposal and final defense.

- j. Stand for any questions on the procedure, data gathered, and other research-related outputs; and
- k. Assume responsibility on any queries about the study from the scientific and community.

D. Thesis/Dissertation Panelists

1. General Overview

Research Panelists are any bonafide faculty of San Pedro College (SHS and College) or subject matter experts (Graduate School) invited by the College to evaluate and help improve the content and methods of student researches.

2. General Guidelines and Policies on Research Panelist

- a. The Research Methods Professor (College) or Research Coordinator (SHS) shall invite two (2) panel members who are content experts (in the same field) or research methodology expert (in the same or related field) duly approved by the Dean (College) or Program Head (SHS).

For Graduate School, proposal and final defense should consist of at least two full professors or Associate Professors and two (2) Assistant Professors for the masteral program and five (5) full professors or Associate Professors for the doctoral program. At least one of the panel members should be an external content or research methodology expert who have been invited as faculty of the SPC Graduate School. The Dean of the Graduate School appoints defense panel members.

- b. No adviser/ mentor shall be a member of the defense panel of his own advisee/s.
- c. Each faculty shall have a maximum of five (5) groups to panel, however, in the event that there are no more qualified faculty to panel, the Dean/Program Head or Research Coordinator (SHS) may deem to assign panel additional groups not exceeding four (4).
- d. Manuscripts should be returned to the student/s within seven (7) working days from the date of receipt.
- e. Payment shall be requested by the Dean or Program Coordinator or Research Coordinator (SHS).

3. Criteria for the Selection of Research Panelists

A faculty or research methodology or subject matter expert invited as panelist should possess **at least one of** the following criteria:

- a. Has a master's degree (preferably Thesis track) in the same or related field of specialization (Senior High and College);
- b. Has a Ph.D. in the same or related field of specialization (Graduate School);
- c. Has published at least one (1) research in a national or international research journal on the same field of specialization; and
- d. A practitioner in the same or related field of specialization.

4. Role of the Panel

Panel Members shall perform the following functions:

- a. Evaluate the social value/ impact of the study based on the institutional RDE Agenda.
- b. Assess if the problem raised is systematically investigated, protocol correctly followed, and relevant techniques in the field of research supported by empirical/verifiable information and thorough review of related literature.
- c. Provide comments that will improve the paper.
- d. Evaluate the presentation of the student researches.

E. Research Defense Documenter

1. General Overview

Research Defense Documenter are any bona fide fulltime faculty of San Pedro College (Graduate School) designated to record the minutes of the defense.

For SHS and College, documenter shall be a member of the Research Group assigned to record the minutes of the proposal and final defense.

2. General Guidelines and Policies of Defense Documenter

- a. Documenters shall prepare the template for the defense following the prescribed format of the college.
- b. In cases where no documenter is available, the mentor/ research adviser shall serve as the documenter.
- c. Payment shall be requested by the Dean or Program Coordinator for the Graduate School.

3. Criteria for the Selection of Documenter

A faculty or staff designated to be a defense documenter should have at least one of the following criteria:

1. Master's degree in the same or related field of specialization; and
2. A practitioner in the same or related field of specialization.

4. Role of the Documenter

1. Record the minutes of the proposal and final defense.
2. Summarize the essential recommendations of the panel members and validate by reading the details of the minutes at the end of the defense.
3. Prepare the approval sheet to be signed by all the panel members.

F. Statistician/ Data Analyst

1. General Overview

Statisticians or Data Analysts are faculty members of the College who are trained and have proven track record in the application of statistics in research.

2. General Guidelines and Policies on Statisticians

- a. Graduate School students may exercise their knowledge and skill in data analysis but should be validated by RPIC using the statistics tools of the college. In cases when statistical services outside the college is needed by the student, the Dean or Program Head should be informed in formal writing including the qualifications of the statistician/ analyst.

- b. For SHS and College, statisticians or data analysts are designated by the Dean or Program Coordinator or Research Coordinator (SHS).
- c. Each statistician is only allowed a maximum of 10 groups/research paper per semester; however, in the event that there are no more qualified data analyst/statisticians, the Dean/Program Head or Research Coordinator (SHS) may deem to assign data analyst/statisticians additional groups not exceeding five (5).
- d. Statistical processing should be done with a licensed software available at RPIC (SPSS) or using other free software like R studio.
- e. Payment shall be requested by the Dean or Program Coordinator or Academic Coordinator.

3. Criteria for the Selection of Statistician/Data Analyst

Statisticians or Data Analyst should possess at least one of the following criteria:

- a. Graduate of BS Statistics with a Master's or Ph.D. degree in statistics with appropriate training and experience in data analysis using licensed statistical software such as SPPS, Stata, SAS, and R.
- b. Graduate of any Masters or Ph.D. degree with appropriate training and experience in data analysis using licensed statistical software such as SPPS, Stata, SAS, and R.
- c. Has published at least one (1) quantitative research in a peer-reviewed national or international research journal.
- d. Has completed at least sixty (60) hours of Basic and Advanced Statistics Training or Course.

4. Roles of Statistician/ Data Analyst

- a. Guide the students in choosing the most appropriate statistical tool/s for their study.
- b. Guide the students in the preparation of research instruments together with the research mentor/adviser.
- c. Process the data of the students using the most appropriate statistical tool/s.
- d. Assist the students in the preparation of the statistical report (tables and figures) following the institutional format (APA Format).
- e. Assist the students in the analysis and interpretation of the results.

G. Reader

1. General Overview

Readers are faculty members of the Graduate School with expertise and experience in the same or related field of specialization designated by the Dean to re-read the content of the completed researches.

Mentors/advisers should serve as the primary content reader of the manuscript across all programs and degrees.

2. General Guidelines and Policies on Readers

- a. The researcher/s should declare originality of their research duly signed by the mentor prior to reading or editing.
- b. Grammar and other essential language rules should have been checked prior to reading using Grammarly.
- c. A reader should have a maximum of five (5) manuscripts to read in a trimester.
- d. Manuscripts should be returned to the student/s within seven (7) working days from the date of receipt.

3. Criteria for the Selection of Content Readers

A faculty assigned as Reader should possess **at least one of** the following criteria:

- a. Has a master's degree (preferably thesis track) in the same or related field of specialization for masteral degree;
- b. Has a Ph.D. in the same or related field of specialization for doctorate degree;
- c. Has published at least one (1) research in a national or international research journal on the same field of specialization; and
- d. A practitioner in the same or related field of specialization.

4. Roles of the Content Readers

- a. Check the overall content of the paper if it conforms the standards of the discipline or parlance of the profession;

- b. Check that the manuscript follows the formatting requirements, literature components, and reference style set by the institution.
- c. Whenever necessary, recommend recast of sentences to improve the scientific soundness of the paper.
- d. Proofread the content and ensure academic tone, correct syntax, punctuation, and grammar of the manuscript.

H. Instrument Validators

1. General Overview

Instrument validators are professionals who are trained and had proven track record in the content validation of survey instruments (quantitative researches) and/or interview protocols (qualitative researches).

2. General Guidelines on Instrument Validators

- a. All researchers are required to have their survey instruments and/or interview protocols evaluated by validators.
- b. For Senior High School and Undergraduate researches, one of the panel members should serve as instrument validator.

For Graduate School, two (2) of the panel members in the master's program and three (3) panel members in the doctoral program should also serve as instrument validators.

- c. Each validator is only allowed a maximum of 10 groups/research papers per semester.
- d. In the event that there are no available validators, the Dean or Academic Program Coordinator may deem to assign available validators not exceeding five (5) more groups.
- e. Instrument validation should be done at least one (1) month before data gathering.
- f. Instrument validation usually lasts from 1 to 3 working days from the day the survey instrument and/or interview protocol and the research paper were submitted to the validator.
- g. Payment shall be coursed through the staff of the Dean's Office or Academic Coordinator's Office with acknowledgement receipt.

3. Criteria for the Selection of Instrument Validators

All instrument validators should possess at least one of the following criteria:

- a. Has a master's or doctoral degree in the same topic to be validated,
- b. Has completed all academic requirements of a master's degree or doctoral degree relevant to the topic to be validated and is currently enrolled in a thesis writing or dissertation course,
- c. Has published at least one (1) research in a peer-reviewed national or international research journal; and
- d. Has completed Validation or Survey Development Training in the past.

4. Roles of Instrument Validators

- a. Guide the students in the preparation of their survey instrument and/or interview protocol together with the research adviser.
- b. Ensure content validity of the survey instrument and/or interview protocol.
- c. Check the alignment of the content of the survey instrument and/or interview protocol with the objective/s of the study.

I. Ethics Review of Protocols

1. General Overview

- a. It is the policy of San Pedro College to ensure that all research activities are conducted with the highest ethical standards and principles in advancing knowledge that will benefit ultimately humanity. As such, ethical considerations are to be observed throughout the conduct of research.
- b. The institution created the Research Coordination Office (RCO) with the following oversight committees: *Research Ethics Committee (REC)*, *Institutional BioRisk Committee (IBC)*, and *Institutional Animal Care and Use Committee (IACUC)*.
- c. Student Researchers, under the guidance of their respective Research Advisers/ Mentors and the approval of the Institutional Research Ethics Committee (REC), have an obligation to protect their respondents/participants in their researches. No harm should be done on any human being or animal in conducting a particular study, rather, potential benefits are to be maximized for the advancement of scientific theory and the improvement of the quality of human life.
- d. No research shall commence without obtaining Certificate of Approval (COA) from REC and other pertinent licenses/ documents required by the committee

reviewing the protocol. Failure to follow this prescribed guideline would make the research null and void. Further, no research grade shall be released without Certificate of Completion (CoC) from the committee.

- e. Researchers, mentors, and students must familiarize themselves with the Standard Operating Procedures (SOPs) of each committee before commencing research. Copies of the SOPs shall be provided by RCO.

2. Misconduct in Research

The institution does not tolerate any forms of misconduct which include:

- a. Deliberate fabrication of research data,
- b. Release of fraudulent results,
- c. Misinterpretation of data,
- d. Plagiarism or copying of someone else's work in part or whole,
- e. Breach on the rules of confidentiality and intellectual property, and
- f. Dishonesty in publication.

Honest error or honest differences in the interpretation of data does not constitute research misconduct. Any research misconduct is subject to investigation by the Research Coordination Office.

3. General Ethical Considerations on Research Procedures

The following should be observed by the Student Researcher/s throughout the research process. It is the responsibility of the Research Adviser to ensure that no harm is done before, during, and after the data collection phase.

- a. Informed consent stating the nature and purpose of the study must be sought from the respondents/participants. Consent for minors (i.e. below 18 years old) and/or people with special needs must be secured from their parents or legal guardians.
- b. Potential risks and benefits of the research are also to be presented to the respondents/participants before data collection.
- c. The respondents/participants must agree to participate in the study freely and voluntarily.
- d. The respondents/participants should be given the option to quit any time without any negative or harmful consequences.
- e. The respondents/participants should be assured that their accounts will be kept anonymous and confidential. Storage, disposal, and other future usage of the data should likewise be discussed to the respondents/participants. It is the responsibility of the Student Researcher/s to keep the data in a secured place.

- f. Permission to share, present, and/or publish the results of the research should be obtained from the respondents/participants.
- g. Incentives and rewards may be given to respondents/participants for joining the study provided they are given appropriately in terms of type and amount without removing the element of voluntary participation.
- h. The use of deception must be avoided as much as possible. However, in cases wherein Student Researcher/s can justify the knowledge to be gained through its use and non-deceptive procedures are not feasible, this method may be used provided they are under the supervision and guidance of their Research Adviser/Mentor and Research Method Professor. Debriefing of the participants after data gathering should be included in the protocol.
- i. Ethical standards must be observed in the usage of animal subjects and infectious agents in researches as stipulated in the Guidelines for Ethical Conduct in the Care and Use of Nonhuman Animals in Research from the Research Coordination Office.

H. Plagiarism/ Similarity Index

1. General Overview

The institution abides by the principles of academic integrity and respecting other people's intellectual property. Plagiarism is the practice of copying someone's work and pronouncing/declaring them as his/her own. In the conduct of study, it is absolutely unethical to claim others' ideas as one's own. Due recognition must be given to whom or where it is due (APA Ethics Code Standard 8.11, Plagiarism).

It is the policy of the institution to uphold academic integrity and reputation, enhance originality and skills in academic writing, hence, SPC subscribed to an institutional package of an online text-matching tool or anti-plagiarism software, PlagScan and Plagiarism Detector Accumulator Server (PDAS).

PlagScan and PDAS are web-based plagiarism detection service used in many universities across the world. The platform compares manuscripts or articles submitted by students against its database and against other websites producing a similarity index and originality report.

The use of the platform is not punitive, instead, it is intended to reinforce academic writing by providing opportunity to students and researchers to identify and prevent instances of plagiarism in their work and take corrective measures.

2. Guidelines on Plagiarism

- a. All researches should undergo similarity index scanning prior to submission for ethics review. The acceptable similarity index for SPC across all programs is <15%. Similarity index report should be submitted along with the manuscripts.

- b. Students and researchers are enjoined to maintain academic integrity by representing one's work honestly and appropriately.

3. Citation

Recognizing the citation styles of journals where students may submit their paper for publication, the program may choose any of the two commonly used styles in citing references as prescribed by the following:

- a. American Psychological Association (7th Edition); and
- b. Vancouver Style Format

4. Sanctions

In accordance with the SPC Student Handbook 16th Edition (page 101, letter q), plagiarism is classified as a major offense with serious sanctions. A Student Researcher who plagiarizes is subject to investigation by the Student Conduct Committee and if found guilty beyond reasonable doubt will be given sanction/s commensurate to the committed offense.

K. Oral Presentations

1. Graduate School

There are three oral presentations that a student must undergo:

a. **Concept Paper/Topic/Title Presentation**

The purpose of the Concept Paper/Topic/Title presentation is to determine the relevance and feasibility of the research topic and provide guidance to the student in the early stage of research writing.

Procedure for Concept Paper/Topic/Title Presentation

- i. The student prepares and submits three research topics to the GS Program Coordinator who shall convene three (3) faculty members of the program.
- ii. The student researcher presents his/her top priority research topic. If the committee finds scientific merit to pursue the problem, the researcher will be asked to nominate three (3) faculty members of the department whose expertise is aligned with the chosen topic.
- iii. The Program Coordinator submits to the Dean of the Graduate School the names of the faculty nominated to serve as a mentor to the student researcher.

- iv. Considering the qualification and expertise of the faculty, the Dean of the GS sends appointment letter to the faculty to serve as mentor to the student researcher. The mentor should acknowledge acceptance within three (3) working days from the receipt of letter.
- v. The Program Coordinator informs the student researcher the confirmation of the mentor.
- vi. The student researcher communicates with the mentor/adviser for guidance in the development of the full-blown proposal. All consultations whether done face-to-face, phone calls, or online via: email, video conferencing, instant messaging should be documented by both the mentor and the student researcher using Adviser Consultation Form (Research Form B).
- vii. The full-blown proposal should be submitted at least a month before the end of the trimester to be scheduled for proposal defense.

b. Thesis/ Dissertation Proposal Defense

The Proposal Defense represents a formal understanding between the student researcher with his/her mentor and the panel members on the work to be done and the intellectual rigor the panel members expect from the researcher.

Procedure for Thesis/ Dissertation Proposal Defense

- i. The student gets endorsement from the thesis or dissertation mentor/adviser (Research Form F).
- ii. Upon approval, the student submits five hard copies and e-copy to the Graduate School with each copy containing the following: Cover page, Introduction (Background of the Study, Literature Review, Theoretical/Conceptual Framework, Statement of the Problem, Hypothesis), Methods, References, Time table, Dummy Tables, and Biosketch of the mentor and student.
- iii. The student researcher is expected to arrive at the venue one (1) hour earlier than the scheduled time of defense to set-up and prepare the presentation.
- iv. The chairman of the panel shall call the committee to order and shall ask the student to lead the group in prayer.
- v. The chairman shall introduce the members of the panel and mentor. The student is asked to introduce himself/herself and his/her institutional affiliation and other personal circumstances relevant to the research.

- vi. The student is given 20 minutes to present his/her proposal. The chairman shall moderate the cross-examination of the research by the members of the panel.
- vii. After the cross-examination, the student and the adviser shall both be asked to step out of the room as the panelists deliberate on the result of the defense.
- viii. After consolidating all the recommendations of the members of the panel and the ratings, the chairman shall ask the student and the adviser to enter the room for the announcement of the oral defense result.
- ix. The student shall revise the proposal based on the suggestions of the panel. Revisions made should be summarized using the Action Taken Matrix (Research Form G).
- x. The revised manuscript shall be routed to all panel members. Upon approval, the researcher submits the paper to the Research Coordination Office for the ethics review. Only when the student secures the Certificate of Approval from the REC can data collection commence.

c. Thesis/ Dissertation Final Defense

The purpose of the final defense is to demonstrate the candidate's scholarship in presenting and defending the underlying assumptions, methods, results, and conclusions or implications of the study.

Procedure for Thesis/ Dissertation Final Defense

- i. The candidate gets endorsement from the thesis or dissertation mentor/adviser (Research Form F).
- ii. Upon approval, the candidate submits five hard copies and e-copy to the Graduate School with each copy containing the following: Cover page, Introduction (Background of the Study, Literature Review, Theoretical/Conceptual Framework, Statement of the Problem, Hypothesis), Methods, Results/Findings, Discussion, Conclusions/ Implications, References, Appendices, and Biosketch of the mentor and student.
- iii. The candidate is expected to arrive at the venue one (1) hour earlier than the scheduled time of defense to set-up and prepare the presentation.
- iv. The chairman of the panel shall call the committee to order and shall ask the candidate to lead the group in prayer.
- v. The chairman shall introduce the members of the panel and mentor. The candidate is asked to introduce himself/herself and his/her institutional affiliation and other personal circumstances relevant to the research.
- vi. The candidate is given 30 minutes to present his/her study highlighting the results or findings of the research and its contribution to the society or to the body of knowledge.

- vii. The chairman shall moderate the cross-examination of the research by the members of the panel.
- viii. After the cross-examination, the candidate and the adviser shall both be asked to step out of the room as the panelists deliberate on the result of the defense.
- ix. After consolidating all the recommendations of the members of the panel and the ratings, the chairman shall ask the candidate and the adviser to enter the room for the announcement of the oral defense result.
- x. The student shall revise the paper based on the suggestions of the panel. Revisions made should be summarized using the Action Taken Matrix (Research Form G).
- xi. The revised manuscript shall be routed to all panel members. Upon approval, the researcher submits the paper to the Graduate School for reading.
- xii. The Dean of Graduate School shall designate a reader whose expertise is aligned with research or degree sought by the candidate.
- xiii. The reader signs the Certificate of Reading (Research Form H) upon the candidate's compliance with the suggested changes in the final paper.
- xiv. The GS prepares for the Approval Sheet to be routed to all panel members. Once all the panel members sign the Approval Sheet, the candidate can submit the final paper for hardbound binding.
- xv. The candidate submits five (5) hardbound copies and three (3) CD copies (adobe acrobat format), three (3) hard copies of the abstract, executive summary, and an e-copy of the paper in CD-ROM as final requirements for Graduation to be submitted on or before the date posted by the Graduate School to qualify for inclusion in the Graduation Rites.

2. Undergraduate and Senior High School

There are two oral presentations that the research group must undergo: Proposal and Final Defense. Concept Paper or Title presentation is not a requirement but highly recommended to guide the students in the early phase of writing the research.

a. Selecting a Research Topic

- i. The student researcher/s should submit to the Research Methods Professor their proposed research topics using Research Form C (Research Topic Form) available at the RPIC, Dean's, and Research Coordinator's Office (SHS).
- ii. The Research Methods Professor shall determine the merit of the submitted proposal and may propose amendments or revisions if necessary.

- iii. The Research Method Professor (College and SHS) shall endorse the adviser/mentor for each research group approved by the Department Dean (Undergraduate) or the Research Coordinator (Senior High School).
- iv. Selection shall depend on the approved research topic of the student and the area of specialization of the proposed adviser/mentor.
- v. The selected Research Adviser/Mentor shall then be issued an appointment letter (Research Form A) duly signed by the Dean (Undergraduate) or the Research Coordinator of the Senior High School. Only then will the student – adviser/mentor consultation shall commence.

b. Thesis Proposal Defense

The Proposal Defense represents a formal understanding between the research group with their mentor and the panel members on the work to be done and the intellectual rigor the panel members expect from the researcher.

Procedure for Thesis Proposal Defense

- i. The research group gets endorsement from the thesis mentor/adviser (Research Form F).
- ii. Upon approval, the research group submits two (2) hard copies and an e-copy to the Research Methods Professor or Research Coordinator with each copy containing the following: Cover page, Introduction (Background of the Study, Literature Review, Theoretical/Conceptual Framework, Statement of the Problem, Hypothesis), Methods, References, Time table, Dummy Tables, and Biosketch of the mentor and student researchers.
- iii. It is the responsibility of the Research Methods Professor to inform the students' adviser/mentor on the date, time, and venue of the defense. The presence of the mentor is encouraged during the defense.
- iv. The researchers are expected to arrive at the venue one (1) hour earlier than the scheduled time of defense to set-up and prepare the presentation.
- v. The chairman of the panel shall call the committee to order and shall ask any member of the research group to lead the prayer.
- vi. The chairman shall introduce the members of the panel and the mentor. The students are asked to introduce himself/herself preferably wearing a name tag for easy identification.
- vii. The research group is given 20 minutes to present their proposal. The chairman shall moderate the cross-examination of the research by the members of the panel.

- viii. After the cross-examination, the research group and the adviser shall be asked to step out of the room as the panelists deliberate on the result of the defense.
- ix. After consolidating all the recommendations of the members of the panel and the ratings, the chairman shall ask the research group and the adviser to enter the room for the announcement of the oral defense result.
- x. The research group shall revise the proposal based on the suggestions of the panel. Revisions made should be summarized using the Action Taken Matrix (Research Form G).
- xi. The revised manuscript shall be routed to all panel members. Upon approval, the research group submits the paper to the Research Coordination Office for the ethics review. Only when the research group secures the Certificate of Approval from the REC can data collection commence.

c. Thesis/ Dissertation Final Defense

The purpose of the final defense is to demonstrate the research group's scholarship in presenting and defending the underlying assumptions, methods, results, and conclusions or implications of the study.

Procedure for Thesis Final Defense

- i. The research group gets endorsement from the thesis mentor/adviser (Research Form F).
- ii. Upon approval, the research group submits two (2) hard copies and e-copy to the Graduate School with each copy containing the following: Cover page, Introduction (Background of the Study, Literature Review, Theoretical/Conceptual Framework, Statement of the Problem, Hypothesis), Methods, Results/Findings, Discussion, Conclusions/ Implications, References, Appendices, and Biosketch of the mentor and student researchers.
- iii. The student researchers are expected to arrive at the venue one (1) hour earlier than the scheduled time of defense to set-up and prepare the presentation.
- xii. The chairman of the panel shall call the committee to order and shall ask any member of the research group to lead the prayer.
- xiii. The chairman shall introduce the members of the panel and the mentor. The students are asked to introduce himself/herself preferably wearing a name tag for easy identification.
- iv. The research group is given 30 minutes to present their study highlighting the results or findings of the research and its contribution to the society or to the body of knowledge.
- v. The chairman shall moderate the cross-examination of the research by the members of the panel.

- vi. After the cross-examination, the research group and the adviser shall be asked to step out of the room as the panelists deliberate on the result of the defense.
- vii. After consolidating all the recommendations of the members of the panel and the ratings, the chairman shall ask the candidate and the adviser to enter the room for the announcement of the oral defense result.
- viii. The research group shall revise the paper based on the suggestions of the panel. Revisions made should be summarized using the Action Taken Matrix (Research Form G).
- ix. The revised manuscript shall be routed to all panel members. Once all the panel members sign the Approval Sheet, the research group can submit the final paper for hardbound binding.
- x. The research group submits two (2) hardbound copies, executive summary, and an e-copy of the paper in CD-ROM as final requirements for internship and graduation.

L. Publication of Student Researches

1. General Overview

The College produces two (2) refereed publications and two (2) non-refereed publications for the research outputs of the faculty, staff, and students. These are:

- a. **Mindanao Nursing Journal (ISSN 2012-2713)** - The first in the island and in the country, this is an annual publication open for nursing related researches.
- b. **Madayaw Journal (ISSN 2012-3752)** - Coming from the Dabawnon word which means "anything that is good," is responsible in compiling other academic researches in the College and in the region.
- c. **SPC Graduate School Journal (ISSN 2012-3116)** - This journal is responsible in publishing the completed researches/ theses from the students of the College's Graduate School.
- d. **Compendium of Abstracts (ISSN 1908-7918)** - An annual publication that compiles reviewed abstracts from the graduate and undergraduate program of the College. The RPIC is responsible in collecting student theses to be considered for the above publication.

2. Guidelines and Procedure for the Student Publication

- a. Students and research advisers/ mentors intending to publish their research work should seek endorsement from their respective Department Dean, Program or Research Coordinator.

- b. The paper should follow the prescribed publication guidelines of SPC, IMRAD with keywords and abstract of 150-250 words; article approximately 7000 words including the references, tables, and figures; double-spaced; Arial, 12-point font size; with one-inch margin at all sides.
- c. The reference list should follow the Vancouver format of citation.
- d. Article should be submitted in Microsoft Office Word Document (.doc) format and should be sent to rpic@spcdavao.edu.ph.
- e. Researches that are already published or in the process of publication in other journals will not be considered for publication in any of the school journals.

3. Review Process

- a. The editorial staff screens the submitted papers and selects those with scientific merit for reviewing. Selected articles then undergo the rigors of double-blind refereeing.
- b. Once accepted, adviser/mentor and students shall accomplish the Copyright Agreement Form (Research Form T).
- c. A letter of acceptance will be sent to all accepted papers with the comments of the reviewers and editorial board. Revisions should be incorporated and returned to the center within 2 weeks from date of receipt.
- d. The editorial board makes the final decision on the publication of the revised articles.

4. Ownership

a. General Overview

Copyright is the legal protection extended to the owner of the rights in an original work. Original work refers to every production in the literary, scientific, and artistic domain (IPOPIL). In the McMaster University Copyright Act of 1985, copyright pertains to an exclusive property of publish, produce, reproduce, translate, broadcast, adopt, and perform a work. The authors are the immediate owner of the copyright of the research paper.

b. General Guidelines

- i. The student researcher/s is the primary author of the research, whether a thesis or dissertation with the adviser/mentor as co-author.
- ii. Editing, presenting, and/or publishing of the research paper is arbitrary to the author and faculty adviser/mentor.
- iii. Any research paper that will be presented in research competitions and research fora should gain approval from the Research, Publication, and Innovation Center. The research paper should always bear the name of San Pedro College in any presentations and publications.

M. Student Research Grant

1. General Overview

San Pedro College awards research grant to student researcher/s whose papers gained merit from their respective Deans or Program Coordinator or Research Coordinators approved by the Institutional Research Council for its outstanding theoretical and practical contribution in their field of discipline. There are two types of grants that may be availed by the students: (1) conduct of research grant and (2) the research presentation grant.

2. Conduct of Research Grant

- i. This grant is awarded to any Graduate School, College, and SHS students currently enrolled in thesis or other research-related courses.
- ii. Interested students should submit their letter of intent to the chairperson of the Institutional Research Council duly recommended by their Dean, Program Coordinator or SHS Principal.
- iii. The letter should be accompanied with the manuscript and a detailed budget proposal.
- iv. Each approved research paper maybe given a maximum of Php15, 000.00 for Graduate School and Php10, 000.00 for Undergraduate and Senior High School.
- v. Services offered by the research center such as data analysis and plagiarism and grammar check is not covered by the grant.

- vi. Research papers that are awarded with research presentation grant or graduate school thesis/dissertation grant are no longer eligible for the conduct of research grant.

3. Research Presentation Grant

- i. This grant is awarded to any Graduate School, College, and SHS student/s currently enrolled in thesis/ dissertation or other research-related courses who intend to present their paper in local and international fora.
- ii. Interested students should submit their letter of intent to the chairperson of the Institutional Research Council duly recommended by their Dean, Program Coordinator or SHS Principal before submitting their research paper in national or international conference.
- iii. The letter should be also accompanied by the full research paper and detailed budget proposal.
- iv. This grant covers the registration and per diem allowance of the student presenter.
- v. A research paper may only be presented once, either in a national or international conference.
- vi. Research papers that have already received the conduct of research grant or graduate school thesis/dissertation grant is no longer eligible for the research presentation grant.

Chapter 3

San Pedro College Research Format

A. Research Topics

Policy Statement

San Pedro College acknowledges the role of research in the realization of its Vision-Mission-Goals; hence, all student researches (SHS, undergraduate, and graduate) should be aligned with the SPC Harmonized Research and Extension Agenda within their field of specialization or discipline.

B. General Format

Cognizant to the different types of research design, the evolving styles of academic writing, and compliance with the international standards for publication, the institution adopts the following formats for all faculty researches, student theses, and dissertation:

- **Quantitative Research**

AIMRaD - LC (Abstract-Introduction-Methods-Results-and-Discussions-Literature Cited)

- **Qualitative Research**

AIMFaD- LC (Abstract-Introduction-Methods-Findings-and-Discussions- Literature Cited)

C. Formatting Instructions

The formatting requirements must be met throughout the entire manuscript. The student/s is/are responsible for the correct presentation of the content, literature cited, arrangement of parts, sentence structure and syntax, grammar, punctuation, spelling, tables, figures, illustrative materials, and documentation reports.

Requirement	Description
Paper	Paper quality is vital to the appearance and durability of the thesis. Paper must be 8.5 x 11 inches in size, substance 20 and should be the same weight and color throughout the manuscript. Designer and scented papers are not accepted for binding.

<p>Print and Font</p>	<ul style="list-style-type: none"> a. Only one font style should be used in all elements of the document including page numbers, table and figure legends, and main heading. All thesis copies should be produced in high-contrast laser quality or ink-jet print. b. The recommended font style is Arial, size 11. c. <i>Italics</i> may be used only for scientific names, foreign words and phrases, and words that require special emphasis. d. Only the Chapter Title should be in bold letters. Headings and subheadings must match the table of contents word for word.
<p>Margins</p>	<ul style="list-style-type: none"> a. The left-hand margin must be wide enough for binding, hence, 1.5" or 3.81 cm is suggested while the top, right-hand, and bottom margins are 1" or 2.54 cm. b. All materials including figures, headers/ footers and full-page images must appear within the margins of the manuscript except for the page numbers. Page numbers must appear at the upper right edge of the page, but do not need to appear within the margins of the manuscript.
<p>Spacing</p>	<ul style="list-style-type: none"> a. One and half spacing (1.5) is required throughout most part of the manuscript including the abstract, acknowledgements, table of contents, and text inside the table. b. Single-spacing is required for table titles, figure captions, literature cited, and footnotes, items in tables, lists, graphs, and charts. c. For major division heading, use four single spaces between the major division heading and the first line of text following the heading. d. Subheading and tables, use triple single spaces before major subheadings and before and after all tables: double-space between major subheadings and the first line of the text. Double space between secondary subheadings and the text before and after those subheadings.

	<ul style="list-style-type: none"> e. Spacing between sentences, use one space between a period and the next sentence. f. It is not permissible to leave a single line of a paragraph or other subdivision at either the bottom or top of the page (a “widow” or “orphan”). g. The last word of the page should not be hyphenated.
<p>Page Numbering</p>	<ul style="list-style-type: none"> a. Lowercase Roman numerals (I, ii, iii, iv, etc.) must be used to number the preliminary pages positioned at the upper right corner of the page. b. Pages after the preliminary pages (starting with the Introduction), will be numbered using the Arabic numerals placed at the upper right corner of the page. Throughout the thesis or dissertation report or proposal, certain pages may be counted in the numbering sequence without actually carrying a number. These included the pages of a beginning of a chapter. Page numbers continue throughout the appendices. Although the title page is counted as page i (one), the page number does NOT appear on it.
<p>Alignment</p>	<p>Flush left (creating uneven right margin).</p>
<p>Page Breaks</p>	<ul style="list-style-type: none"> a. The chapters of a thesis or dissertation must always begin on a new page. b. Do not divide words at the bottom of a page and carry them over to the next page. A sentence ending a paragraph should not end as a partial line at the top of the next page. c. The first page of each chapter should have a 2” top margin. All other pages, including those with figures or legends, should have a 1” top margin.
<p>Tables and Figures</p>	<ul style="list-style-type: none"> a. The term “table” refers to a tabulated data including computer printout sheets while “figure” specifies photographs, half-tone prints, charts, maps, graphs, plates, drawings, diagrams, and other mainly nonverbal material.

	<p>b. Each table and figure must bear an identifying number. Tables and figures are numbered in a separate series; each table and figure must bear a number in its own series.</p> <p>c. The title should describe each table and each figure and must be entered in the List of Tables and List of Figures exactly as they appear in the manuscript.</p> <p>d. Description of the table should come before the table while description of the figure should come below the figure.</p> <p>e. Tables or figures not critical to the understanding of the body of the text may be placed in an appendix.</p> <p>f. The use of frames around tables and figures is optional, but their use must be consistent, i.e., frame all or frame none.</p> <p>g. Tables and figures may be reduced so that the table or figure itself appears on a single page provided that the text is readable. However, if the table or figure is reduced, titles and captions must be in the same font. Two or more small tables or figures may be grouped together on one page.</p> <p>h. All tables and figures must be within the margins of the document.</p> <p>i. Wide tables and figures may be done in "landscape" form (i.e., lengthwise on the page), with the top of the table or figure at the binding (left) edge. The title and caption are landscaped. The page number must remain at the upper right corner of the page to remain consistent throughout the document so that they are read normally.</p>
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D. Divisions of the Thesis and Dissertation

Division	Description
Title Page	<p>a. The title appears like an inverted pyramid, written in upper case letters and single spaced. A good title should contain few words as possible, easy to understand and should describe the outcomes of the study accurately and specifically. It should not contain low-impact words or redundancies such as “<i>Study of...</i>” or “<i>Effect of...</i>” (Research Form R)</p>

	<ul style="list-style-type: none"> b. SPC logo follows after the title and should measure 1.5" x 1". c. The purpose of the paper and the degree sought follows after the school logo. d. The full name of the author/s should be arranged alphabetically in this format: first name, middle initial, family name, followed by the month and year when the manuscript is accomplished, in uppercase-lowercase letters.
Approval Sheet	The approval sheet shall be signed by the mentor, the panel members, and the department's dean. It should contain the date when the actual paper was accepted (Research Form Q).
Acknowledgements	This section allows the author/s to express gratitude to institutions or people who extended help and support in doing the thesis, such as the mentor, panel members, data analyst, and many others. The designation/position of the person should be indicated. The author is free to decide on the order/hierarchy of persons to be acknowledged. It is suggested, however, that funding institutions, if there are, are mentioned first.
Table of Contents	<ul style="list-style-type: none"> a. Table of contents is required. The heading "TABLE OF CONTENTS" should be in uppercase, centered between the left and right margins, without any punctuation or underline. b. It should provide the reader with an analytical view of the materials covered by the study. All major sections of the manuscript should be included in the table of contents; however, Table of Contents is not listed.
List of Tables	The List of Tables is a summary of all the tables presented in the paper and should contain the same numbers and captions as it appears in the manuscript.
List of Figures	The List of Figures is a summary of all the figures presented in the paper and should contain the same numbers and captions as it appears in the manuscript.

E. Content

1. Quantitative Research

Table 2. Structure and content of Quantitative Research

Suggested Minimum Contents
Title Page
Approval Sheet
Acknowledgments
List of Tables
List of Figures
Abstract
1.0 Introduction
1.1 Background of the study
1.2 Literature Review
1.3 Theoretical Framework (<i>depending on the nature of the study</i>)
1.4 Conceptual Framework (<i>depending on the nature of the study</i>)
1.5 Statement of the Problem or Statement of Objectives
1.6 Hypotheses (<i>depending on the nature of the study</i>)
2.0 Method
2.1 Study Design
2.2 Subjects or Participants
2.3 Instruments
2.4 Data Collection Procedure
2.5 Limitations of the Study
2.6 Data Analysis
2.7 Ethical Consideration
3.0 Results
4.0 Discussion and Conclusion
5.0 Literature Cited or References
6.0 Appendices

Section	Elements	Guidelines
Abstract 150-250 words	Nature and Scope of the paper	<ul style="list-style-type: none"> States what the paper is all about and the boundaries or limitations of the problem or situation
	Objective or purpose	<ul style="list-style-type: none"> States the rationale of the investigation
	Research Method	<ul style="list-style-type: none"> An account of the approaches/ techniques to be described specifically but selectively and comprehensively
	Results	<ul style="list-style-type: none"> Describes the findings concisely, identified with important numerical values when necessary
	Conclusion	<ul style="list-style-type: none"> Based on the results and discussion, conclusions may be given with suggested future course of action
	Keywords	<ul style="list-style-type: none"> These are words by which the paper should be indexed by abstracting services. Words that appear on the title should not be repeated as keywords because titles and keywords are listed together by abstracting services. Three to five keywords are good enough for indexing.
Introduction 3 to 5 pages (3 pages is ideal)	Trends in your field	<ul style="list-style-type: none"> Discuss what is currently happening in your field (societal movements, new developments, current changes)
	Issues arising from the trend	<ul style="list-style-type: none"> Consists of the things that become problematic in your field with the existence of the trend (things affected by the trend) Contains the rationale why the topic is being researched on Identify the research gap
	Contribution or Significance of the Study	<ul style="list-style-type: none"> Involves the persons to whom the results of the paper will be relevant

	<p>Objectives of the Paper</p>	<ul style="list-style-type: none"> • Discuss things that will happen once the issues are addressed
	<p>Literature Review (5-8 pages)</p>	<ul style="list-style-type: none"> • Contains the synoptic and argumentative part of the study <ul style="list-style-type: none"> ○ Synoptic part – contains the operational definition of the variables used in the study and its relationship with other variables and/or its historical background as revealed by previous literature ○ Argumentative part – contains the sentence of problematizing or the need of the study that lead to the hypothesis of the study ○ Recommended structure for crafting the literature review: <ul style="list-style-type: none"> Conceptual Literature <ul style="list-style-type: none"> Present concept 1. Present concept 2. Present concept 3. Related Studies <ul style="list-style-type: none"> Present study 1. Present study 2. Present study 3. Synthesis Theoretical Framework
	<p>Theoretical Framework (2-3 pages)</p>	<ul style="list-style-type: none"> • Provides a strong underpinning or substantive explanation or foundation of the main or central question of the study <ul style="list-style-type: none"> ○ Statement of the theory ○ Explanation of the theory ○ Contextualization of the use of the theory in the study (<i>how can the theory help achieve the objectives of the study?</i>)

	<p>Conceptual Framework (1-2 pages)</p>	<ul style="list-style-type: none"> • This is the thesis of a thesis • Outlines the assumptions or claims on the researcher • Indicates, either graphically or in narrative form, the main things to be studied – the key factors or variables and hypotheses • This is required in studies that determines correlation and cause-and-effect relationship of variables
	<p>Statement of the Problem/ Objectives</p>	<ul style="list-style-type: none"> • General Objective <i>Describes what the study expect to achieve in general.</i> • Specific Objectives <i>Statements that describe: results in terms of knowledge, attitude, skill, aspiration, and behavior; participant or subject performance; and expected performance change at the job site or laboratory.</i>
	<p>Hypothesis</p>	<p>States the statistical assumption of the study</p> <ul style="list-style-type: none"> • Alternative Hypothesis • Null Hypothesis
<p>Method 5- 7 pages</p>	<p>Design</p>	<ul style="list-style-type: none"> • State the study design • Discuss briefly what the design is all about • Discuss why the design is the most appropriate to use
	<p>Subjects/ Participants</p>	<ul style="list-style-type: none"> • Identify the respondents/ subjects of the study and how they are chosen indicate the inclusion/ exclusion criteria in the selection of respondents • Profile of the respondents may be included here or in the results sections (may be done in textual or tabular form)

	Study Site	<ul style="list-style-type: none"> • Identify the study site and the things that make it interesting • Highlight some salient feature of the study site • Guide in the choice of the site (cross reference, if possible)
	Data Measures	<ul style="list-style-type: none"> • State the origin, purpose, features, validation translation / back translation and system of administration
	Data collection procedure and ethical considerations	<ul style="list-style-type: none"> • Indicate how permission is sought, how informed consent is secured, how protocols are observed and how long the data gathering lasted
	Limitations of the Study	<ul style="list-style-type: none"> • These are characteristics of design or methodology that impact or influenced the interpretation of the findings of the study.
	Data analysis	<ul style="list-style-type: none"> • Indicate how data sense making was carried out by identifying the statistical tools used vis-à-vis its corresponding use
Results 5 - 8 pages	Tables and Figures	<ul style="list-style-type: none"> • Show the results of the study in tabular or graphical form
	Presentation of tables and figures	<ul style="list-style-type: none"> • Introduce in statement form what the table or figure is all about
	Analysis of tables and figures	<ul style="list-style-type: none"> • Highlight the most salient aspects of the table or figure such as the highest-lowest or most striking-least striking findings • Indicate the numerical values of significant relationships, associations, or differences in parenthesis

		<ul style="list-style-type: none"> • Certificate of Approval from the Institutional Animal Care and Use Committee (IACUC) for studies involving the use of animals • Consent Form • Survey Questionnaire • Raw Data or Result Log book • Computer-generated statistical output • Result of the Plagiarism Check • Certificate of Originality • Documentation Pictures • Mentor's BioSketch • Researcher's BioSketch
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2. Qualitative Research

Table 2. Structure and content of Qualitative Research

Suggested Minimum Contents	
	Title Page
	Approval Sheet
	Acknowledgments
	List of Tables
	List of Figures
	Abstract
	1.0 Introduction
	1.1 Background of the study
	1.2 Literature Review (as it applies to the type of Qualitative Research Design)
	1.3 Theory or Theoretical Perspective
	1.4 Central Question or Statement of Objectives
	2.0 Method
	2.1 Study Design
	2.2 Selection of Study Participants
	2.3 Data Measure
	2.4 Data Collection Procedure
	2.5 Limitations of the Study

- 2.6 Data Explication/ Mode of Analysis
- 2.7 Ethical Consideration
- 3.0 Findings
- 4.0 Discussion and Implications of the Study
- 5.0 Literature Cited or References
- 6.0 Appendices

Source: <https://www.journals.elsevier.com/social-science-and-medicine/policies/guidelines-for-qualitative-papers/>

https://www.le.ac.uk/oerresources/lill/fdmvco/module9/page_77.htm

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Section	Elements	Guidelines
Abstract 150 - 250 words	Nature and Scope of the paper	<ul style="list-style-type: none"> • States what the paper is all about and the boundaries or limitations of the problem or situation
	Objective or purpose	<ul style="list-style-type: none"> • States the rationale of the study
	Research Method	<ul style="list-style-type: none"> • An account of the approaches/ techniques to be described specifically but selectively and comprehensively
	Findings	<ul style="list-style-type: none"> • Describes the findings concisely as it answers the objectives of the research
	Implications of the Findings of the Study	<ul style="list-style-type: none"> • Based on the results and discussion, may be given with suggested future course of action
	Keywords	<ul style="list-style-type: none"> • These are words by which the paper should be indexed by abstracting services. • Words that appear on the title should not be repeated as keywords because titles and keywords are listed together by abstracting services. • Three to five keywords are good enough for indexing.

<p>Introduction</p> <p>3 to 5 pages (3 pages is ideal)</p>	<p>Trends in your field</p>	<ul style="list-style-type: none"> • Discuss what is currently happening in your field (societal movements, new developments, current changes)
	<p>Issues arising from the trend</p>	<ul style="list-style-type: none"> • Consists of the things that become problematic in your field with the existence of the trend (things affected by the trend) • Contains the justification why the topic is being researched on • Identify the research gap
	<p>Objectives of the Paper</p>	<ul style="list-style-type: none"> • Does the research seek to understand social processes or social structures and or to illuminate subjective experiences or meanings?
	<p>Contribution or Significance of the Study</p>	<ul style="list-style-type: none"> • Involves the persons and or organizations to whom the results of the paper will be relevant
	<p>Literature Review (3-5 pages)</p>	<ul style="list-style-type: none"> • Contains the synoptic and argumentative part of the study <ul style="list-style-type: none"> ○ Synoptic part – contains the operational definition of the variables used in the study and its relationship with other variables and/or its historical background as revealed by previous literature ○ Argumentative part – contains the sentence of problematizing or the need of the study that lead to the hypothesis of the study ○ Recommended structure for crafting the literature review: <ul style="list-style-type: none"> Conceptual Literature <ul style="list-style-type: none"> Present concept 1. Present concept 2. Present concept 3. Related Studies <ul style="list-style-type: none"> Present study 1. Present study 2. Present study 3. Synthesis Theoretical Framework

	<p>Theoretical Framework (1-2 pages)</p>	<ul style="list-style-type: none"> • Provides a strong underpinning or substantive explanation or foundation of the main or central question of the study <ul style="list-style-type: none"> ○ Statement of the theory ○ Explanation of the theory ○ Contextualization of the use of the theory in the study (<i>how can the theory help achieve the objectives of the study?</i>)
<p>Method 5- 7pages</p>	<p>Design</p>	<ul style="list-style-type: none"> • State the specific type of Qualitative Research Design • Discuss briefly what the design is all about • Discuss why the design is the most appropriate to use in the field of study
	<p>Participants</p>	<ul style="list-style-type: none"> • Qualitative research is often based on or include non-probability sampling . • The selection of study participants should be theoretically justified, that is, it should be made clear how respondents were selected. • Indicate the inclusion and exclusion criteria of selecting participants of the study.
	<p>Study Site</p>	<ul style="list-style-type: none"> • Identify the study site and the things that make it interesting • Highlight some salient feature of the study site • Guide in the choice of the site (cross reference, if possible)
	<p>Data Measures</p>	<ul style="list-style-type: none"> • State the origin, purpose, features, validation translation / back translation and system of administration
	<p>Data collection procedure and ethical considerations</p>	<ul style="list-style-type: none"> • Indicate the access process, how data were collected and recorded, who collected the data, when the data were collected, and how the research was explained to the participants. • Indicate how permission is sought, how informed consent is secured, how protocols are observed, and how long the data gathering lasted

	<p>Limitations of the Study</p>	<ul style="list-style-type: none"> • These are characteristics of design or methodology that impact or influenced the interpretation of the findings of the study.
	<p>Data analysis</p>	<ul style="list-style-type: none"> • Indicate how the analysis was conducted; how were themes, concepts and categories generated from the data; who was involved in the analysis and in what manner. • Assurance of analytic rigor like steps taken to guard against selectivity in the use of data, triangulation, member and expert checking, and the researcher's own position (possible bias and influence on research reflexivity).
<p>Findings 5 - 8 pages</p>	<p>Consideration of Context</p>	<ul style="list-style-type: none"> • The research should be clearly contextualized by indicating the following: <ul style="list-style-type: none"> ○ relevant information about the settings and participants ○ the phenomena under study should be integrated into their social context (rather than being abstracted or de-contextualized) ○ any particular/ unique influences should be identified and discussed
	<p>Presentation of data</p>	<ul style="list-style-type: none"> • planning the presentation of data, consider that the data are subjective, interpretative, descriptive, holistic, and copious • The researcher base the structure of the presentation of the research around the categories or themes that have emerged • The themes or categories may be presented as sections with relevant subsections • Quotes can be used to demonstrate and or inform or support findings, but it is recommended that the researcher consider the reliability and validity of each quote

		<ul style="list-style-type: none"> • Consideration may also be given to whether or not qualitative data can be represented in a quantitative form (i.e. 6 out of 10 people) • Quotations, field notes, and other data where appropriate should be identified in a way which enables the reader to judge the range of evidence being used
<p>Discussion 3 - 6 pages</p>	Iteration between data and explanations	<ul style="list-style-type: none"> • Distinctions between the data and their interpretation should be clear • The iteration between data and explanations of the data (theory generation) should be clear • Future Direction of the research
<p>Implications of the Study 1 page</p>	Restate the purpose of the study	<ul style="list-style-type: none"> • Refer back to what is written, reminding the reader of the researcher's argument, giving some sort of evaluation or interpretation • The point forward to what might happen in the future, with suggestions, recommendations, or perhaps predictions or warnings
<p>References</p>	APA style	<ul style="list-style-type: none"> • See APA Manual, 7th Edition and the examples that follow • This referencing style is recommended for social sciences and nursing programs
<p>Appendices</p>	Attachments	<ul style="list-style-type: none"> • Letter of request and approval to conduct the study • Certificate of Approval from the Research Ethics Committee (REC) for studies involving humans • Certificate of Approval from the Institutional BioSafety Committee (IBC) for studies involving biological hazards • Certificate of Approval from the Institutional Animal Care and Use Committee (IACUC) for studies involving the use of animals • Consent Form

		<ul style="list-style-type: none"> • Survey Questionnaire • Raw Data or Result Log book • Computer-generated statistical output • Result of the Plagiarism Check • Certificate of Originality • Documentation Pictures • Mentor's BioSketch • Researcher's BioSketch
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F. Describing Tables and Figures (APA Format)

Source: <https://aut.ac.nz.libguides.com/APA6th/tables#s-lg-box-13313972>

1. **Tables** usually show numerical value or textual information and are almost always characterized by a row-column structure. Any type of illustration other than a table is referred to as a figure.

2. Number

- Number tables sequentially (i.e. if you have more than one table in your writing) e.g. Table 1, Table 2
- Each table must be referred to in the text, using a capital T, for example: ...as shown in Table 1

3. Title

- Place directly above the table itself and below the table number.
- Brief but clear and explanatory, in italics and with major words **capitalized** with no full stop.

4. Note

- Place directly below the table, the word "Note" in italics with a full stop, for example: *Note.*
- Explain abbreviations, symbols etc
- Acknowledge the source of the table
- Include a copyright statement at the end of the note.

5. Ruling (Lines)

- Limit the use of lines to those that are necessary
- Appropriately positioned white space can be an effective substitute.

6. Spacing

- Tables may be submitted either single or double spaced. Consider readability.

Example:

Table 1

Sales of Take Home Ice Cream in New Zealand

Total Category Information			
	MAT YEAR AGO TO 29 MAR 09	CURR MAT TO 28 MAR 10	% CHANGE
DOLLAR SALES	87,845,631	91,698,342	4.4%
PACKAGE SALES	19,984,314	19,682,482	-1.5%
AVG PRICE PER PACK	\$4.40	\$4.66	6.0%

Note. MAT= moving annual total, From ACNielsen Market Information Digest New Zealand .Copyright 2010 by The Nielsen Company.

7. A **figure** may be a chart, a graph, a photograph, a drawing, or any other illustration or nontextual depiction. Any type of illustration other than a table is referred to as a figure.

8. Caption:

When you use a figure that has been adapted or copied directly from another source, you need to reference that original source. This reference appears as a caption underneath the figure (image):

- don't include a title on top - the caption is your title
- concise explanation of the figure; i.e. a brief but descriptive phrase
- include copyright information
- format your caption - use italics and a capital F for Figure and sequential numbering (if you have more than one Figure)

9. Legend (if needed):

A legend explains the symbols used in the figure. It should have the same kind and proportion of lettering that appear in the rest of the figure.

- a. capitalize major words in the legend
- b. place the legend within the figure (it may already be there if you have copied the graph from elsewhere)

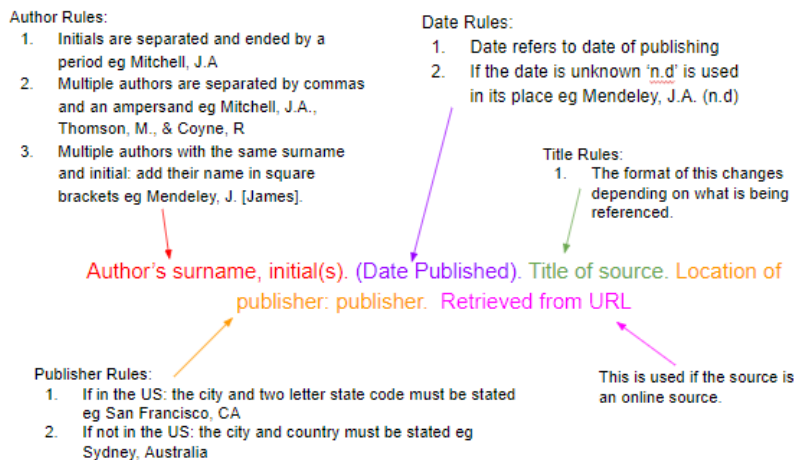
10. General rules:

- a. Number all figures with Arabic numerals in the order in which they are first mentioned in text, regardless of whether a more detailed discussion of the figure occurs later in the paper. For example, Figure 1...Figure 2...etc.
- b. Refer to the figure in your writing - no italics, but with capital F, for example "In Figure 1..."
- c. Copyright permission for using figures and images in theses/dissertations/exegeses - obtain written copyright permission from the copyright holder if you reproduced or adapted a figure from a copyrighted source. If you are adapting material from multiple sources, and integrating them into a single figure, you might need to include multiple permission statements, one for each source.

G. APA Format Citation Guide

APA citation style refers to the rules and conventions established by the American Psychological Association for documenting sources used in a research paper. APA style requires both in-text citations and a reference list. For every in-text citation there should be a full citation in the reference list and vice versa.

Core Components of an APA Reference



Source: APA Format Citation Guide. Retrieved August 22, 2020 from the World Wide Web: <https://www.mendeley.com/guides/apa-citation-guide>.

APA Referencing Basics: Reference List

- a. A reference list is a complete list of references used in a piece of writing including the author name, date of publication, title and more. An APA reference list must:
- Be on a new page at the end of the document
 - Be centered
 - Be arranged alphabetically by name of first author (or title if the author isn't known, in this case a, an and the should be ignored)
 - If there are multiple works by the same author these are ordered by date, if the works are in the same year they are ordered alphabetically by the title and are allocated a letter (a, b, c etc) after the date
- b. Contain full references for all in-text references used.

APA Referencing Basics

In-Text Citation

- a. In-text references must be included following the use of a quote or paraphrase taken from another piece of work.
- b. In-text citations are citations within the main body of the text and refer to a direct quote or paraphrase. They correspond to a reference in the main reference list. These citations include the surname of the author and date of publication only. Using an example author James Mitchell, this takes the form:
- Mitchell (2017) states... Or ...(Mitchell, 2017).
- c. The structure of this changes depending on whether a direct quote or parenthetical used:
- Direct Quote: The citation must follow the quote directly and contain a page number after the date, for example:

(Mitchell, 2017, p.104).

 This rule holds for all of the variations listed.
 - Parenthetical: The page number is not needed.


Two Authors	<p>The surname of both authors is stated with either 'and' or an ampersand between. For example:</p> <p>Mitchell and Smith (2017) state... Or ... (Mitchell & Smith, 2017).</p>
Three, Four or Five Authors	<p>a. For the first cite, all names should be listed:</p> <p>Mitchell, Smith, and Thomson (2017) state... Or ... (Mitchell, Smith, & Thomson, 2017).</p> <p>b. Further cites can be shorted to the first author's name followed by et al:</p> <p>Mitchell et al (2017) state... Or ... (Mitchell et al, 2017).</p>
Six or More Authors	<p>Only the first author's surname should be stated followed by et al, and year of publication. However, all the names of the author should appear in the reference list.</p>
No Author/s	<p>a. If the author is unknown, the first few words of the reference should be used. This is usually the title of the source.</p> <p>b. If this is the title of a book, periodical, brochure or report, is should be <i>italicized</i>. For example: (<i>A guide to citation</i>, 2017).</p> <p>c. If this is the title of an article, chapter or web page, it should be in quotation marks. For example: ("APA Citation", 2017).</p>
Citing Authors With Multiple Works From One Year	<p>Works should be cited with a, b, c etc following the date. These letters are assigned within the reference list, which is sorted alphabetically by the surname of the first author. For example: (Mitchell, 2017a) Or (Mitchell, 2017b).</p>

<p>Citing Multiple Works in One Parentheses</p>	<p>a. If these works are by the same author, the surname is stated once followed by the dates in order chronologically. For instance:</p> <p>Mitchell (2007, 2013, 2017) Or (Mitchell, 2007, 2013, 2017)</p> <p>b. If these works are by multiple authors then the references are ordered alphabetically by the first author separated by a semicolon as follows:</p> <p>(Mitchell & Smith 2017; Thomson, Coyne, & Davis, 2015).</p>
<p>Citing a Group or Organization</p>	<p>For the first cite, the full name of the group must be used. Subsequently this can be shortened. For example:</p> <p>First cite: (International Citation Association, 2015)</p> <p>Further Cites: (Citation Association, 2015)</p>
<p>Citing a Secondary Source</p>	<p>In this situation the original author and date should be stated first followed by 'as cited in' followed by the author and date of the secondary source. For example:</p> <p>Lorde (1980) as cited in Mitchell (2017) Or (Lorde, 1980, as cited in Mitchell, 2017)</p>
<p>How to Cite Different Source Types</p>	
<ul style="list-style-type: none"> • In-text citation doesn't vary depending on source type, unless the author is unknown. • Reference list citations are highly variable depending on the source. 	

<p>How to Cite a Book (Title, not chapter) in APA Format</p>	<p>Book referencing is the most basic style; it matches the template above, minus the URL section. So the basic format of a book reference is as follows:</p> <p>Title Rules:</p> <ol style="list-style-type: none"> 1. It is italicised 2. The first letter of the first word, the first letter of the first word after a ':' or '-' and the first letter of proper nouns are capitalised <p>(ed.)=edition This is not included for 1st edition books</p> <p>Author surname, Initial(s). (Year). <i>Title</i> (ed.). Publisher location: Publisher</p> <p>Book referencing examples:</p> <p>Mitchell, J.A., Thomson, M., & Coyne, R.P. (2017). <i>A guide to citation</i>. London, England: My Publisher</p> <p>Jones, A.F & Wang, L. (2011). <i>Spectacular creatures: The Amazon rainforest</i> (2nd ed.). San Jose, Costa Rica: My Publisher</p>
<p>How to Cite an Edited Book in APA Format</p>	<p>This reference format is very similar to the book format apart from one extra inclusion: (Ed(s)). The basic format is as follows:</p> <p>Author surname, initial(s). (Ed(s)). (Year). <i>Title</i> (ed.). Place: Publisher</p> <p>Eds marks the people listed as editors. Ed is for lone editors, Eds is for multiple</p> <p>Edited book example:</p> <p>Williams, S.T. (Ed.). (2015). <i>Referencing: A guide to citation rules</i> (3rd ed.). New York, NY: My Publisher</p>

<p>How to Cite a Chapter in an Edited Book in APA Format</p>	<p>Edited books are collations of chapters written by different authors. To reference a single chapter, a different format is needed. The basic structure is as follows:</p> <p>Chapter title isn't italicised but follows the same capitalisation rules as the title</p> <p>The initials of the editor come before the surname</p> <p>Last name of the chapter author, initial(s). (Year). Chapter title. In editor initial(s), surname (Ed.). Title (ed., pp.chapter page range). Location: Publisher</p> <p>Edited book chapter example:</p> <p>In the following example, B.N. Troy is the author of the chapter and S.T. Williams is the editor.</p> <p>Troy, B.N. (2015). APA citation rules. In S.T, Williams (Ed.). <i>A guide to citation rules</i> (2nd ed., pp. 50-95). New York, NY: Publishers.</p>
<p>How to Cite an E-Book in APA Format</p>	<p>An E-Book reference is the same as a book reference expect the publisher is swapped for a URL. The basic structure is as follows:</p> <p>Author surname, initial(s) (Ed(s).*). (Year). Title (ed.*). Retrieved from URL</p> <p>*optional.</p> <p>E-Book example:</p> <p>Mitchell, J.A., Thomson, M., & Coyne, R.P. (2017). <i>A guide to citation</i>. Retrieved from https://www.mendeley.com/reference-management/reference-manager</p>

<p>How to Cite an E-Book Chapter in APA Format</p>	<p>This follows the same structure as an edited book chapter reference except the publisher is exchanged for a URL. The structure is as follows: Last name of the chapter author, initial(s). (Year). Chapter title. In editor initial(s), surname (Ed.). <i>Title</i> (ed., pp.chapter page range). Retrieved from URL</p> <p>E-Book chapter example:</p> <p>Troy, B.N. (2015). APA citation rules. In S.T, Williams (Ed.). <i>A guide to citation rules</i> (2nd ed., pp. 50-95). Retrieved from https://www.mendeley.com/reference-management/reference-manager</p>
<p>How to Cite a Journal Article in Print or Online in APA Format</p>	<p>Articles differ from book citations in that the publisher and publisher location are not included. For journal articles, these are replaced with the journal title, volume number, issue number and page number. The basic structure is:</p> <div style="text-align: center;"> <ul style="list-style-type: none"> • Article title not italicised, journal title and volume number are • All words in journal title should be capitalised </div> <p style="text-align: center;"> Author surname, initial (s). (Year). <i>Article title</i>. <i>Journal Title</i>, <i>Volume Number</i>(issue or part number, optional), page numbers. DOI or Retrieved from URL </p> <p style="text-align: center;"> Only included if the article is online Note: DOI is preferred </p> <p>Journal Article Examples:</p> <p>Mitchell, J.A. (2017). Citation: Why is it so important. <i>Mendeley Journal</i>, 67(2), 81-95</p> <p>Mitchell, J.A. (2017). Citation: Why is it so important. <i>Mendeley Journal</i>, 67(2), 81-95. Retrieved from https://www.mendeley.com/reference-management/reference-manager</p>

<p>How to Cite a Newspaper Articles in Print or Online in APA Format</p>	<p>The basic structure is as follows:</p> <p>Author surname, initial(s). (Year, Month Day). Title. <i>Title of Newspaper</i>, column/section, p. or pp. Retrieved from URL*</p> <p>**Only include if the article is online.</p> <p>Note: the date includes the year, month and date.</p> <p>Newspaper Articles Example:</p> <p>Mitchell, J.A. (2017). Changes to citation formats shake the research world. <i>The Mendeley Telegraph</i>, Research News, pp.9. Retrieved from https://www.mendeley.com/reference-management/reference-manager</p>
<p>How to Cite Magazine Articles in Print or Online in APA Format</p>	<p>The basic structure is as follows:</p> <p>Author surname, initial(s). (Year, month day). Title. <i>Title of the Magazine</i>, pp.</p> <p>Magazine Article Example:</p> <p>Mitchell, J.A. (2017). How citation changed the research world. <i>The Mendeley</i>, pp. 26-28</p>
<p>How to Cite Non-Print Material in APA Format</p>	
<p>How to Cite Non-Print Material in APA Format</p>	<p>The basic format to cite an image is:</p> <p>Author surname, initial(s). (Publication date). <i>Title of image</i> [media type]. Retrieved from URL</p> <p style="text-align: right;">  Media type could be photograph, painting, infographic etc. </p> <p>Image Example:</p> <p>Millais, J.E. (1851-1852). <i>Ophelia</i> [painting]. Retrieved from www.tate.org.uk/art/artworks/millais-ophelia-n01506</p>

<p>How to Cite a Film in APA Format</p>	<p>The basic format of a film citation is:</p> <p>Producer surname, initial (Producer), & Director surname, initial (Director). (Year of Release). <i>Title of film</i> [Motion Picture]. Country of Origin: Studio.</p> <p>Film Example:</p> <p>Hitchcock, A. (Producer), & Hitchcock, A. (1954) <i>Rear window</i>. United States of America: Paramount Pictures.</p>
<p>How to Cite a TV Program in APA Format</p>	<p>The basic format is as follows:</p> <p>Writer surname, initial(s) (Writer), & Director surname, initial(s) (Director). (Year of Release). Episode title [Television series episode]. In Executive producer surname, initial(s) (Executive Producer), <i>TV series name</i>. City, State of original channel: Network, Studio or Distributor</p> <p>TV Program Example:</p> <p>Catlin, M., and Walley-Beckett, Moire (Writers), & Johnson, R (Director). (2010). Fly [Television series episode]. In Schnauz, T. (Executive Producer). <i>Breaking bad</i>. Culver City, CA: Sony Pictures Television</p>
<p>How to Cite a Song in APA Format</p>	<p>The basic format to cite a song in APA format is as follows:</p> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="width: 45%;"> <p><small>If the writer has a name in the form of forename and surname, do the usual surname then initials. If the writer uses a stage name then state the full name in order.</small></p> </div> <div style="width: 45%;"> <p><small>The full artist's name should be stated in order, not just surname and initials.</small></p> </div> </div> <p style="margin-left: 40px;"> <small>Writer surname, initial(s). (Year of copyright). Song Title [Recorded by artist name]. On Album title [medium of recording]. Location of label: label. (Date of recording)</small> </p> <p style="margin-left: 40px;"><small>Medium of recording could be CD, MP3, visual album etc.</small></p> <p>Song Example:</p> <p>Beyonce, Diplo, MNEK, Koenig, E., Haynie, E., Tillman, J., and Rhoden, S.M. (2016) Hold up [Recorded by Beyonce]. On <i>Lemonade</i> [visual album]. New York, NY: Parkwood Records (August 16)</p>

<p>How to Cite a Website in APA Format</p>	<p>When citing a website, the basic structure is as follows: Author surname, initial(s). (Year, month day). <i>Title</i>. Retrieved from URL</p> <p>Website example:</p> <p>Mitchell, J.A. (2017, May 21). <i>How and when to reference</i>. Retrieved from https://www.howandwhentoreference.com.</p>
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H. VANCOUVER Format of Citation

Source: https://library.westernsydney.edu.au/main/sites/default/files/cite_Vancouver.pdf

The Vancouver style is a widely used numbered system of referencing or bibliographic citation. The citation style was originally based on the rules proposed by the International Committee of Medical Journal Editors; they are now maintained by the US National Library of Medicine.

This guide covers basic explanations and examples for the most common types of citations used by students. It is based on [Citing Medicine: The NLM Style Guide for Authors, Editors, and Publishers](#) (online) and the [American Medical Association Manual of Style](#), which are available from the library.

If you are unable to find the referencing example you require in this guide, more detailed information and examples can be found in the following websites: The International Committee of Medical Journal Editors (<http://www.icmje.org/>) and The National Library of Medicine (http://www.nlm.nih.gov/bsd/uniform_requirements.html).

1. In-Text Citation: Referencing Sources Within The Text

- a. Throughout the text of your paper you need to acknowledge the sources used in your writing. Whenever you present a statement of evidence such as a quote, or when you use someone else's ideas, opinions or theories in your own words (paraphrasing), you must acknowledge your sources.
- b. The Vancouver citation style uses a citation-sequence number system whereby the authorship is acknowledged using a number to represent the reference, which the reader can find under the corresponding number in the reference list. This number is static, meaning that the same number is used every time you wish to cite a particular reference at any point in your document.

- c. You can insert numbers as superscript e.g. ¹ or in parentheses. e.g. (1). If you wish to cite two or more references together, place a comma between the numbers, e.g. ^{1, 2} or (1, 2). If you wish to cite a series of consecutive references use a dash, e.g. ²⁻⁵ or (2-5). When required, page numbers can be given in parentheses after the reference number e.g. ²(p34) or ³(p4,6).
- d. Place the number immediately after the author, title, word or phrase to which it is directly relevant. Allow a space before and after the number except when it is followed by a punctuation mark. Do not insert a space before a punctuation mark.

Below are some examples of how to cite sources within the text of your paper.

Mullan ¹ described narration as...
 The narration of works can be
 divided into two ². In the Royal
 Commission's landmark report

Note: When you summarize the general idea of a source in your own words, you must cite the author or body responsible for the work.

If you directly quote fewer than four lines of a quote, enclose the quotation by double quotation marks within the text. The page number(s) should be provided following the reference number e.g.

Mullan ¹(p215) explained that tone should be "anti-solemn".

If the quotation is greater than 4 lines it should be displayed in a block, in a reduced font size without quotation marks.

Mullan ¹(p41) stated that:

James is making an argument about a singular novel, but that last phrase is evidence enough of his disdain for the form in general. He expresses this elsewhere in his criticism and correspondence, notably in an extraordinary letter to H. G. Wells. In 1911 Wells had sent James a copy of his latest novel, *The New Machiavelli* (1911), which is narrated in the first person.

Sources that you cite in your writing are listed in detail at the end of your document in a reference list.

2. Reference List

- a. A reference list includes details of the sources cited in your paper. It starts on a separate page at the end of your assignment paper and is titled References. Each item cited in the reference list must have been cited in your paper. All sources appearing in the reference list are listed in the order in which they are first cited in the text (not alphabetically).
- b. The reference list is a numbered list and should be single spaced with a one-line space between each entry.
- c. Capitalization in the Vancouver style is very specific. The following general rules apply:

Book title, chapter, section title and article – capitalize the first letter of the first word of the title, proper nouns, proper adjectives and acronyms.

e.g. Ageing and aged care in Australia.
 Brave new brain: conquering mental illness in the era of the genome. Understanding the Australian health care system.
 What can save UNESCO?

- d. Journal and newspaper titles - capitalize first letter of each word using the appropriate abbreviation for journal names (see section on journal articles in this guide). Newspaper titles are not abbreviated.

e.g. J Educ Psychol.

- e. Pronouns, acronyms and abbreviations that are normally capitalized should be capitalized in the reference list. For further information on capitalization see examples on the following pages for each reference type.
- f. In the Vancouver style place of publication requires that the city be followed by the state, province or country in parentheses. United States and Canadian cities are followed with a two-letter abbreviation of the state or province (see Citing Medicine. "Appendix E"). Cities in other countries are followed with the name or a two letter abbreviation of that country (see Citing Medicine. "Appendix D").

... Springfield (MA): ...
 ... Marrickville (AU): ... or ... Marrickville (Australia): ...
 ... Oxford (GB): ... or ... Oxford (United Kingdom): ...

- g. Also note that reference elements within each entry are separated by a full stop, and parts of these elements are separated by commas, colons and semi-colons. See examples on the following pages for each reference type.
- h. Sources that are not readily retrievable should not be listed in the References list, but should be cited within the text of your paper. These sources include personal communications (oral, written and electronic) and unpublished/yet to be published works.

Example of a reference list:

References

1. Andreasen NC. Brave new brain: conquering mental illness in the era of the genome. Oxford (GB): Oxford University Press; 2001.
2. Schneider Z, Whitehead D, Elliott D. Nursing and midwifery research: methods and appraisal for evidence-based practice. 3rd ed. Marrickville (AU): Elsevier Australia; 2007.
3. Davis M, Charles L, Curry MJ. Challenging spatial norms. London (GB): Routledge; 2003.
4. Merriam-Webster's collegiate dictionary. 10th ed. Springfield (MA): Merriam Webster; 1993.
5. Craven I, editor. Australian cinema in the 1990s. London (GB): Frank Cass; 2001.
6. Knowles MS. Using learning contracts. San Francisco (CA): Jossey-Bass; 1986. Chapter 4, Independent study; p. 73-90.
7. Ferres K. Idiot box: television, urban myths and ethical scenarios. In: Craven I, editor. Australian cinema in the 1990s. London (GB): Frank Cass; 2001. p. 175-88.
8. Storey KB. Functional metabolism regulation and adaptation [Internet]. Hoboken (NJ): John Wiley & Sons; 2004 [cited 2009 Apr 2]. Available from: <https://www.proquest.com/>
9. Younger P. Using the internet to conduct a literature search. Nurs Stand. 2004 Oct 20;19(6):45-51.
10. Jackson D, Firtko A, Edenborough M. Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: a literature review. J Adv Nurs [Internet]. 2007 [cited 2009 Apr 2]; 60(1):1-9. Available from: <https://onlinelibrary-wiley-com/> doi: 10.1111/j.1365-2648.2007.04412.

11. Von Der Luhe I. I without guarantees: Ingeborg Bachmann's Frankfurt lectures on poetics. Kraus MT, translator. *New Ger Crit*. 1982 Oct 1; 8(27):31-56.
12. Berkovic N. Handouts may not be sent: tax office seeks quick resolution of High Court challenge. *The Australian*. 2009 Mar 31:5.
13. Wentworth WC. Why we need a permanent base on the moon. *The Sydney Morning Herald* [Internet]. 1984 Jan 24 [cited 2008 Dec 19]:11. Available from: <https://archives.smh.com.au>

3. Electronic Items

When referencing electronic resources, it is necessary to give details of where an item is available. This may be a direct URL. For sources that are not freely available and require a login, use the URL of the database or journal homepage. If a DOI number is available, it must be placed at the end of the reference.

1. Atkin M. Bermagui forest disputed turf. *The Hack Half Hour* [Internet]. 2008 Nov 13 [cited 2009 April 2]. Available from: <http://www.abc.net.au/triplej/hack/notes/>
2. Jackson D, Firtko A, Edenborough M. Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: a literature review. *J Adv Nurs* [Internet]. 2007 [cited 2009 Apr 2];60(1):1-9. Available from: <https://onlinelibrary-wiley-com/> doi: 10.1111/j.1365-2648.2007.04412.x

Cited dates (i.e. the dates on which the publications were viewed) are required for sources accessed online where the material is subject to change. See examples below and [Citing Medicine](#) for more information.

4. Referencing Secondary Sources

Authors should always consult the primary source of information and should not cite through a secondary source unless the primary source is not readily available. Although not preferable, you may sometimes need to quote or paraphrase a source (A) that is referred to within another source (B). The original source should be mentioned in the text of your paper along with the secondary source. The original source is not cited in the reference list entry.

For example, the book you are using is written by Smith who quotes another author called Jones. In your essay you wish to use Jones' idea. Acknowledge the primary source (Jones) as follows:

Jones as cited in Smith ¹, agreed that the experiment failed to confirm this hypothesis.

Or

Smith ¹ cites the experiment by Jones in 2008 that failed to confirm this hypothesis.

Provide the details of the secondary source only in your reference list:

1. Smith J. *Analysing hypotheses*. Penrith (AU): University of Western Sydney; 2009.

5. Books, Book Chapters And Brochures

The standard reference list format for citing entire books is as follows:

Author AA. Book Title: subtitle. Edition number. Place of publication: Publisher; year. or

Editor AA, editor. Book Title: subtitle. Edition number. Place of publication: Publisher; year.

Single Author

Reference list	1. Andreasen NC. <i>Brave new brain: conquering mental illness in the era of the genome</i> . Oxford (GB): Oxford University Press; 2001.
In-text citation	Andreasen ¹ stated that... or It is suggested that... ¹

Two Authors

Reference list	2. Copstead LE, Banasik JL. <i>Pathophysiology</i> . 3rd ed. St Louis (MO): Elsevier Saunders; 2005.
In-text citation	...is demonstrated ² . or ...as stated by Copstead and Banasik ² .

Three Or More Authors

Reference list	3. Schneider Z, Whitehead D, Elliott D. Nursing and midwifery research: methods and appraisal for evidence-based practice. 3rd ed. Marrickville (AU): Elsevier Australia; 2007. Note: List all authors. Vancouver does not use et al. in the reference list.
In-text citation	This finding indicated... ³ <i>or</i> Schneider et al. ³ found.... Note: List only the first author in the text, followed by et al.

No Author

Title. Edition number. Place of publication: Publisher; year.

Reference list	4. Merriam-Webster's collegiate dictionary. 10th ed. Springfield (MA): Merriam Webster; 1993.
In-text citation	The Merriam-Webster's Collegiate Dictionary ⁴ defines... <i>or</i> This can be defined as... ⁴ (p11)

Edited Book

Reference list	5. Craven I, editor. Australian cinema in the 1990s. London (GB): Frank Cass; 2001.
In-text citation	Craven ⁵ discussed the successful... <i>or</i> The film starred actors... ⁵

Chapter or Article in Book

Reference list	6. Knowles MS. Using learning contracts. San Francisco (CA): Jossey-Bass; 1986. Chapter 4, Independent study; p. 73-90.
In-text citation	Knowles ⁶ demonstrated that... <i>or</i> This independent study showed... ⁶

Chapter or Article in an Edited Book

Reference list	6. Ferres K. Idiot box: television, urban myths and ethical scenarios. In: Craven I, editor. Australian cinema in the 1990s. London (GB): Frank Cass; 2001. p. 175-188.
In-text citation	Ferres ⁷ discussed the television episode... <i>or</i> The television episode... ⁷ .

E-Book

Reference list	7. Storey KB. Functional metabolism regulation and adaptation [Internet]. Hoboken (NJ): John Wiley & Sons; 2004 [cited 2009 Apr 2]. Available from: https://www.ebscohost.com/ebooks
In-text citation	Storey ⁸ stated that... <i>or</i> Functional metabolism is... ⁸

8. Journal Articles, Newspaper Articles and Conference Papers

- a. The titles of journals should be abbreviated. A search can be carried out to locate the details and abbreviations of journal titles at: <https://www.ncbi.nlm.nih.gov/nlmcatalog/journals> . If the title cannot be located in the NLM catalogue follow the abbreviation rules for journal titles in [Citing Medicine](#)

- b. The format for more than one author is the same for all sources including journal articles, therefore, refer to the examples for books in this guide. The standard reference list format for journal article is as follows:

Author AA, Author BB, Author CC. Article title. Journal/Periodical Abbreviation. Year Month Day; Volume (Issue):pages

Note: If a journal is continuously paginated throughout a volume, the month and day of publication may be omitted.

For more journal and newspaper article examples see Citing Medicine chapters [1](#) , [8](#), and [23](#)

Journal Article (Print Version)

Reference list	9. Younger P. Using the internet to conduct a literature search. Nurs Stand. 2004 Oct 20;19(6):45-51.
In-text citation	Younger ⁹ (p46) stated that the ... or The internet can be used to conduct a literature search ⁹ .

Journal Article (Full-Text From Electronic Database)

Reference list	Provide the URL of the database or journal homepage if it is not freely available (for example, access is not free when a login is required). When a DOI (Digital Object Identifier) number is available for the journal article place it after the URL. 10. Jackson D, Firtko A, Edenborough M. Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: a literature review. J Adv Nurs [Internet]. 2007 [cited 2009 Apr 2];60(1):1-9. Available from: https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2648.2007.04412.x
In-text citation	Jackson et al. ¹⁰ found that.... or ...was therefore conclusive ¹⁰ .

Non-English Journal Article Translated into English

Reference list	11. Von Der Luhe I. I without guarantees: Ingeborg Bachmann's Frankfurt lectures on poetics Kraus MT, translator New Ger Crit. 1982 Oct 1;8(27):31- 56.
In-text citation	Von Der Luhe ¹¹ concludes that both states are essential or ...that both states are essential ¹¹ .

Newspaper Article (Available in Print)

Reference list	12. Berkovic N. Handouts may not be sent: tax office seeks quick resolution of High Court challenge. The Australian. 2009 March 31:5.
----------------	---

In-text citation	Berkovic ¹² explained that handouts.... <i>or</i> It was suggested that handouts may not be sent ¹² .
------------------	---

Newspaper Article (From Electronic Database)

Reference list	13. Wentworth WC. Why we need a permanent base on the moon. The Sydney Morning Herald [Internet]. 1984 Jan 24 [cited 2008 Dec 19]:11. Available from: https://archives.smh.com.au
In-text citation	Wentworth ¹³ stated that... <i>or</i>the engineered apple ¹³ .

Article (From the Internet, Not Available In Print Version)

Reference list	14. Cooper D. Native ant may stop toad in its tracks. ABC Science [Internet]. 2009 Mar 31 [cited 2009 Apr 2]. Available from: http://www.abc.net.au/science/articles/2009/03/31/2530686.htm?site=science&topic=latest Provide the direct URL for articles freely available on the internet.
In-text citation	Cooper ¹⁴ stated that a ferocious ant... <i>or</i> ...that meat ants may be able to help control toad numbers ¹⁴ .

Proceedings of Meetings and Symposiums, Conference Papers

Reference list	<p>15. Chang, SS, Liaw, L, Ruppenhofer, J, editors. Proceedings of the Twenty- Fifth Annual Meeting of the Berkeley Linguistics Society, February 12-15, 1999: General Session and Parasession on Loan Word Phenomena; University of California. Berkeley (CA): Berkeley Linguistics Society; 2000.</p> <p>16. Rice AS, Farquhar-Smith WP, Bridges D, Brooks JW. Canabinoids and pain. In: Dostorovsky JO, Carr DB, Koltzenburg M, editors. Proceedings of the 10th World Congress on Pain; 2002 Aug 17-22; San Diego, CA. Seattle (WA): IASP Press: 2003. p. 437-68.</p> <p>Note, in example 15 above, if conference information is included in the published title, do not repeat after the title. Where location of conference and place of publication are the same, do not repeat. If the institution where the conference was held is useful to the reader it may be included before the location.</p> <p>For more example of conference publications see Citing Medicine.</p>
In-text citation	<p>Chang ¹⁵ stated that...which was further supported by Rice et al. ¹⁶...</p> <p><i>or</i></p> <p>It has been found that... ¹⁵, which is also supported by later research ¹⁶.</p>

Systematic Reviews

Reference list	<p>16. Osborn DA, Sinn JKH. Soy formula for prevention of allergy and food intolerance in infants. 2006 Oct 18 [cited 2007 Jun 7]. In: Cochrane Database of Systematic Reviews [Internet]; (4). [place unknown]: John Wiley & Sons, Ltd. Available from: https://www.cochranelibrary.com Art. No.: CD003741. doi: 10.1002/14651858.CD003741.pub4.</p>
In-text citation	<p>Osborne and Sinn ¹⁶ stated that...</p> <p><i>or</i></p> <p>It has been found that allergens are present ¹⁶...</p>

Other Materials

Government Report (Online)

Reference list	<p>17. Australian Government, Department of Health and Ageing. Ageing and aged care in Australia [Internet]. [place unknown]: Australian Government, Department of Health and Ageing; 2008 [cited 2008 Nov 10]. Available from: http://www.health.gov.au/internet/main/publishing.nsf/Content/ageing</p> <p>Place the two letter country code in parentheses after the author, if it is not part of the title.</p>
In-text citation	<p>The Australian Government, Department of Health and Ageing¹⁷ reported that...</p> <p><i>or</i></p> <p>...was shown in the report¹⁷.</p>



San Pedro College
 12 C. Guzman St., Davao City, Philippines



RESEARCH FORM A

ADVISER/ MENTOR APPOINTMENT FORM

(Graduate School, Undergraduate and Senior High)

Responsibilities of the Research Mentor/ Adviser

- a. Provide direction and assistance to students in the whole research process;
- b. Evaluate students' work objectively, explaining the strengths and weaknesses of the paper;
- c. Know the students' research needs and make oneself available during advising appointments;
- d. Keep a record of all meetings related to advising;
- e. Monitor the students' accomplished activity vis-à-vis the Gantt chart;
- f. Determine the readiness of the students for proposal and final defense;
- g. Recommend proposal and final defense of students (Research Form E);
- h. Help the students during decision making on related academic matters;
- i. Return the manuscript to the student/s one week after revisions are made from the proposal and final defense.
- j. Stand for any questions on the procedure, data gathered, and other research-related outputs; and
- k. Assume responsibility on any queries about the study from the scientific and community.

_____ Date

Dear _____:

I am very pleased to inform you that you have been selected to mentor the research with a working title _____

_____ by _____

_____ for SY _____ under the _____ program.

I am very confident that with your guidance and expertise, our students will be equipped with the necessary knowledge, skills, and attitude toward the completion of their research work.

Thank you very much and I wish you a fruitful research engagement with our students.

Yours truly,

_____ Dean of the Department

Conforme:

_____ Date



San Pedro College
 12 C. Guzman St., Davao City, Philippines



RESEARCH FORM B

ADVISER/ MENTOR CONSULTATION FORM

(Graduate School, Undergraduate and Senior High)

	Date	Mode of Consultation	Details or Nature of the Consultation
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Mode of Consultation:

- | | |
|-----------------------|-----------------|
| A. Face-to-face | D. FB messenger |
| B. Video Conferencing | E. Phone Call |
| C. E-mail | F. Others |

Submitted by _____

 Research Mentor/ Adviser
 Date: _____



San Pedro College
12 C. Guzman St., Davao City, Philippines



RESEARCH FORM C

RESEARCH TOPIC FORM
(Undergraduate and Senior High)

Date Submitted: _____

Name of Student/s:

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Proposed Concept Papers:

- _____
- _____

Short Description of the Study

Potential Advisers/ Mentors

- _____
- _____
- _____

**To be filled by the Research Methods Professor/
Research Coordinator/ Program Coordinator**

- | | |
|------------------------------|---|
| <input type="checkbox"/> YES | <input type="checkbox"/> NOT AT THIS TIME |
| <input type="checkbox"/> YES | <input type="checkbox"/> NOT AT THIS TIME |
| <input type="checkbox"/> YES | <input type="checkbox"/> NOT AT THIS TIME |

Research Methods Professor/ Research Coordinator/
Program Coordinator Final Recommendation



San Pedro College
12 C. Guzman St., Davao City, Philippines



RESEARCH FORM D

ADVISER/ MENTOR ENDORSEMENT

(Graduate School, Undergraduate and Senior High)

Date: _____

Department/ Program: _____

Title of Thesis/ Dissertation:

Name of Proponent/s:

(To be completed by the adviser/mentor)

Dear _____,
Dean/ Program or Research Coordinator

I have reviewed and fully endorse the manuscript attached herewith for an oral examination. We look forward to a thorough evaluation that would help us improve the manuscript. We would welcome changes and recommendations as deemed by the panel necessary.

Thank you very much.

Yours truly,

Research Adviser/ Mentor

Date

Evaluator's Comments:

Decision:

	Raw Points	Percentage
<input type="checkbox"/> Approved with the inclusion of minor revisions	37 - 40	96 -100
<input type="checkbox"/> Approved with the inclusion of major revisions	33 - 36	91 - 95
<input type="checkbox"/> Approved but to reappear for another oral presentation	28 - 32	85 - 90
<input type="checkbox"/> Disapproved, to consider change of topic	< 28	<85

Evaluator's Signature: _____

Date: _____

Performance Elements	OUTSTANDING (4)	VERY SATISFACTORY (3)	FAIR (2)	POOR (1)
Delivery and Awareness of Audience	Presentation was very informative, well organized, very interesting, and maintained well the interest of the panel.	Presentation was informative, organized, interesting, and maintained the interest of the panel.	Presentation provided adequate information, some key concepts left out, but organization was acceptable.	Relevant information was minimal, many concepts were unrelated, poorly organized, and presentation was not engaging.
Strength and Organization of Material	All main points were identified and supported with facts and literature.	Several main points were identified, most were supported with facts and literature.	Some main points were identified with sufficient support and literature.	Several main points were missed, little supporting data or literature were provided.
Question and Answer	All questions were answered, points justified with supporting facts and literature.	Several questions were answered, most points justified with supporting facts and literature.	Some questions were answered, points justified with sufficient support and literature.	Several main questions were not answered, little or no supporting data or literature were provided.



San Pedro College
 12 C. Guzman St., Davao City, Philippines



RESEARCH FORM F

ORAL PRESENTATION EVALUATION FORM

(Graduate School)

Date: _____

Program: _____

Title:

Proponent:

Mentor:

Performance Elements	Performance Ratings (Please refer to the rubrics found on the next page) 4 = Outstanding 3 = Very Satisfactory 2 = Fair 1 = Poor	Encircle Score			
		4	3	2	1
Delivery and Awareness of Audience	The presenter...	4	3	2	1
	1. appeared relaxed, self-confident, professional, and appropriately dressed	4	3	2	1
	2. spoke clearly and extemporaneously in a modulated voice and maintained the interest of the panel	4	3	2	1
Strength and Organization of Material	3. gave a well-prepared presentation within the allotted time	4	3	2	1
	The presentation ...				
	4. was informative and well-delivered using a well-organized PowerPoint presentation or its equivalent	4	3	2	1
	5. has a clear and appropriate introduction, suitable method, results, and conclusion	4	3	2	1
Question and Answer	6. has sufficient relevant and up-to-date literature review	4	3	2	1
	7. has sufficiently discussed the results	4	3	2	1
	The presenter ...				
	8. showed mastery of his/her research by accurately answering the questions	4	3	2	1
Question and Answer	9. was able to enlighten/ clarify further the issues raised by the panel	4	3	2	1
	10. was focused and engages panel confidently	4	3	2	1
Grand Total					

Evaluator's Comments:

Decision:

	Raw Points	Percentage
<input type="checkbox"/> Approved with the inclusion of minor revisions	37 - 40	96 -100
<input type="checkbox"/> Approved with the inclusion of major revisions	33 - 36	91 - 95
<input type="checkbox"/> Approved but to reappear for another oral presentation	28 - 32	85 - 90
<input type="checkbox"/> Disapproved, to consider change of topic	< 28	<85

Evaluator's Signature: _____

Date: _____

Performance Elements	OUTSTANDING (4)	VERY SATISFACTORY (3)	FAIR (2)	POOR (1)
Delivery and Awareness of Audience	Presentation was very informative, well organized, very interesting, and maintained well the interest of the panel.	Presentation was informative, organized, interesting, and maintained the interest of the panel.	Presentation provided adequate information, some key concepts left out, organization was acceptable, and quiet interesting.	Relevant information was minimal, many concepts were unrelated, poorly organized, and presentation was not engaging.
Strength and Organization of Material	All main points were identified and supported with facts and literature.	Several main points were identified, most were supported with facts and literature.	Some main points were identified with sufficient support and literature.	Several main points were missed, little supporting data or literature were provided.
Question and Answer	All questions were answered, points justified with supporting facts and literature.	Several questions were answered, most points justified with supporting facts and literature.	Some questions were answered, points justified with sufficient support and literature.	Several main questions were not answered, little or no supporting data or literature were provided.



San Pedro College
 12 C. Guzman St., Davao City, Philippines



RESEARCH FORM G

MANUSCRIPT EVALUATION FORM (PROPOSAL PAPER)
 (Undergraduate and Senior High School)

Title: _____

Proponent/s:

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

Performance Elements	Performance Ratings (Please refer to the rubrics found on the next page) 4 = Outstanding 3 = Very Satisfactory 2 = Fair 1 = Poor	Encircle Score			
		4	3	2	1
Introduction	The paper ...				
	1. provides sufficient information about the research problem and research gaps	4	3	2	1
	2. describes the research objectives clearly and specifically	4	3	2	1
	3. presents a comprehensive literature review developed from previous studies and well-argued	4	3	2	1
Methods	4. has a degree of original thought				
	5. proposes appropriate research design, data gathering techniques and instruments, sampling and participants (subjects), and data analysis tools/measures to answer the objectives of the study	4	3	2	1
Referencing	6. shows sufficient understanding of the methods/ procedure to be used in the study	4	3	2	1
	7. cites correctly relevant literature and is up-to-date	4	3	2	1
Clarity and organization of material	8. demonstrates clarity in the development of ideas from introduction to methods, grammatically sound, effectively transitioned, and simple yet with style	4	3	2	1
Time table	9. depicts activities that research is attainable within the prescribed period considering the complexity and depth of the proposed methods	4	3	2	1
Budgetary Requirements	10. demonstrates resourcefulness of available resources of the institution and reasonable amount of contribution considering the requirements of the proposed study	4	3	2	1

Additional Comment/s:

Decision:

	Raw Points	Percentage
<input type="checkbox"/> Approved with the inclusion of minor revisions	37 - 40	96 -100
<input type="checkbox"/> Approved with the inclusion of major revisions	33 - 36	91 - 95
<input type="checkbox"/> Approved but to reappear for another oral presentation	28 - 32	85 - 90
<input type="checkbox"/> Disapproved, to consider change of topic	< 28	<85

Evaluator's Signature: _____

Date: _____

Performance Elements	OUTSTANDING (4)	VERY SATISFACTORY (3)	FAIR (2)	POOR (1)
Introduction	Provides well-founded information of the item described.	Provides adequate information of the item described.	Provides acceptable information of the item described.	Relevant information was minimal and many concepts were unrelated.
Methods	Well-written with detailed and appropriate description of the given items.	Moderately well-written and mostly complete description of the given items.	Acceptable description which appear to be sufficient to the given items.	Several main points were missed, little description of the given items.
Referencing	All sources are properly cited in the prescribed format.	A high number of appropriate citations are used, few, if any additional sources may be needed. Majority of citations are references are presented in proper format, and are in need of minor revision.	A moderate number of appropriate citations are used, but more may be needed. Citations and references are not presented in proper format.	Few appropriate citations are used, majority are not presented in a proper format, need significant revision.
Clarity and organization of material	The entire manuscript is scholarly written and well-organized.	The majority of the manuscript is scholarly written and organized.	Manuscript is somewhat scholarly written and organized.	Manuscript is disorganized or difficult to read and understand.
Time table	Depicts activities that research is very attainable within the prescribed period.	Depicts activities that research is attainable within the prescribed period.	Depicts activities that research is somewhat attainable within the prescribed period.	Depicts activities that research is NOT attainable within the prescribed period.
Budgetary requirements	Demonstrates resourcefulness of available resources and VERY reasonable amount of contribution considering the requirements of the proposed study.	Demonstrates resourcefulness of available resources and reasonable amount of contribution considering the requirements of the proposed study.	Somewhat resourceful, contribution is quiet reasonable considering the requirements of the proposed study.	Budget is unreasonable considering the requirements of the proposed study.



San Pedro College
 12 C. Guzman St., Davao City, Philippines



RESEARCH FORM H

MANUSCRIPT EVALUATION FORM (PROPOSAL PAPER)
 (Graduate School)

Date: _____

Program: _____

Title:

Proponent:

Mentor:

Content Elements	Performance Ratings <i>(Please refer to the rubrics found on the next page)</i> 4 = Outstanding 3 = Very Satisfactory 2 = Fair 1 = Poor	Encircle Score			
		4	3	2	1
Introduction	The paper ...				
	1. provides sufficient information about the research problem and research gaps	4	3	2	1
	2. describes the research objectives conceptually and operationally	4	3	2	1
	3. presents a comprehensive literature review developed from previous studies and well-argued	4	3	2	1
Methods	4. has a degree of original thought				
	5. proposes appropriate research design, data gathering techniques and instruments, sampling and participants (subjects), and data analysis tools/measures to answer the objectives of the study	4	3	2	1
Referencing	6. shows sufficient understanding of the methods/ procedure to be used in the study	4	3	2	1
	7. cites correctly relevant literature and is up-to-date	4	3	2	1
Clarity and organization of Material	8. demonstrates clarity in the development of ideas from introduction to methods, grammatically sound, effectively transitioned, and simple yet with style	4	3	2	1
Time table	9. depicts activities that research is attainable within the prescribed period considering the complexity and depth of the proposed methods	4	3	2	1
Budgetary Requirements	10. demonstrates resourcefulness of available resources of the institution and reasonable amount of budget considering the requirements of the proposed study	4	3	2	1

Additional Comment/s:

Decision:

	Raw Points	Percentage
<input type="checkbox"/> Approved with the inclusion of minor revisions	37 - 40	96 -100
<input type="checkbox"/> Approved with the inclusion of major revisions	33 - 36	91 - 95
<input type="checkbox"/> Approved but to reappear for another oral presentation	28 - 32	85 - 90
<input type="checkbox"/> Disapproved, to consider change of topic	< 28	<85

Evaluator's Signature: _____

Date: _____

Performance Elements	OUTSTANDING (4)	VERY SATISFACTORY (3)	FAIR (2)	POOR (1)
Introduction	Provides well-founded information of the item described.	Provides adequate information of the item described.	Provides acceptable information of the item described.	Relevant information was minimal and many concepts were unrelated.
Methods	Well-written with detailed and appropriate description of the given items.	Moderately well-written and mostly complete description of the given items.	Acceptable description which appear to be sufficient to the given items.	Several main points were missed, little description of the given items.
Referencing	All sources are properly cited in the prescribed format.	A high number of appropriate citations are used, few, if any additional sources may be needed. Majority of citations are references are presented in proper format, and are in need of minor revision.	A moderate number of appropriate citations are used, but more may be needed. Citations and references are not presented in proper format.	Few appropriate citations are used, majority are not presented in a proper format, need significant revision.
Clarity and organization of material	The entire manuscript is scholarly written and well-organized.	The majority of the manuscript is scholarly written and organized.	Manuscript is somewhat scholarly written and organized.	Manuscript is disorganized or difficult to read and understand.
Time table	Depicts activities that research is very attainable within the prescribed period.	Depicts activities that research is attainable within the prescribed period.	Depicts activities that research is somewhat attainable within the prescribed period.	Depicts activities that research is NOT attainable within the prescribed period.
Budgetary requirements	Demonstrates resourcefulness of available resources and VERY reasonable budget considering the requirements of the proposed study.	Demonstrates resourcefulness of available resources and reasonable budget considering the requirements of the proposed study.	Somewhat resourceful, budget is quiet reasonable considering the requirements of the proposed study.	Budget is unreasonable considering the requirements of the proposed study.



San Pedro College
 12 C. Guzman St., Davao City, Philippines



RESEARCH FORM I

MANUSCRIPT EVALUATION FORM (FINAL PAPER)

(Undergraduate and Senior High School)

Title: _____

Proponent/s:

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

Content Elements	Performance Ratings <i>(Please refer to the rubrics found on the next page)</i> 4 = Outstanding 3 = Very Satisfactory 2 = Fair 1 = Poor	Encircle Score			
		4	3	2	1
Introduction	The paper ...				
	1. provides sufficient information about the research problem and research gaps	4	3	2	1
	2. describes the research objectives conceptually and operationally	4	3	2	1
Methods	3. presents a comprehensive literature review developed from previous studies and well-argued	4	3	2	1
	4. uses appropriate research design, data gathering techniques and instruments, sampling and participants (subjects), and data analysis tools/measures to answer the objectives of the study	4	3	2	1
Results/ Findings and Discussion	5. shows evidence of following the approved research protocol to maintain the ethical soundness of the paper	4	3	2	1
	6. presents the results of the study per objective or statement of the problem in tables, graphs or figures and is/are accurately described	4	3	2	1
Clarity and organization of Material	7. articulates the discussion comprehensively with supporting review of literature	4	3	2	1
	8. exhibits profound understanding of the results/ findings as evidenced by concrete conclusion or implications of the study	4	3	2	1
Documentation	9. demonstrates clarity in the development of ideas from abstract to conclusion, grammatically sound, effectively transitioned, simple yet with style	4	3	2	1
	10. cites all literature properly using the prescribed format (APA or Vancouver) and documents all the events in the research process with photos, records or transcripts in the appendices	4	3	2	1

Additional Comment/s:

Decision:

	Raw Points	Percentage
<input type="checkbox"/> Accepted with the inclusion of minor revisions	37 - 40	96 -100
<input type="checkbox"/> Accepted with the inclusion of major revisions	33 - 36	91 - 95
<input type="checkbox"/> Accepted but to reappear for another oral presentation	28 - 32	85 - 90
<input type="checkbox"/> Not accepted, major flaws in the research process	< 28	<85

Evaluator's Signature: _____

Date: _____

Performance Elements	OUTSTANDING (4)	VERY SATISFACTORY (3)	FAIR (2)	POOR (1)
Introduction	Provides well-founded information of the item described.	Provides adequate information of the item described.	Provides acceptable information of the item described.	Relevant information was minimal and many concepts were unrelated.
Methods	Well-written with detailed and appropriate description of the given items.	Moderately well-written and mostly complete description of the given items.	Acceptable description which appear to be sufficient to the given items.	Several main points were missed, little description of the given items.
Results, Findings, and Discussion	Accurately presented data relevant to the objectives of the study, VERY thoughtful and comprehensive discussion, critical analysis of findings with supporting literature.	Accurately presented data relevant to the objectives of the study, major key points discussed, acceptable analysis of findings with supporting literature.	Acceptable data presentation, limited discussion, shows some critical analysis of findings with sufficient literature.	Inaccurate data presentation, fails to discuss key findings, shows little or no critical analysis of findings with little or no literature.
Clarity and organization of material	The entire manuscript is scholarly written and well-organized.	The majority of the manuscript is scholarly written and organized.	Manuscript is somewhat scholarly written and organized.	Manuscript is disorganized or difficult to read and understand.
Documentation	Cites all literature properly using the prescribed format and documents all the events in the research process with photos, records or transcripts in the appendices.	A high number of appropriate citations are used, few, if any additional sources may be needed. Majority of the events in the research process are properly documented with photos, records or transcripts in the appendices.	A moderate number of appropriate citations are used, but more may be needed. Some of the events in the research process are documented with photos, records or transcripts in the appendices.	Few appropriate citations are used, majority are not presented in a proper format, need significant revision. Few of the events in the research process are documented with photos, records or transcripts in the appendices.



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 12 C. Guzman St., Davao City, Philippines



RESEARCH FORM J

MANUSCRIPT EVALUATION FORM (FINAL PAPER)
 (Graduate School)

Date: _____

Program: _____

Title: _____

Proponent: _____

Mentor: _____

Content Elements	Performance Ratings (Please refer to the rubrics found on the next page) 4 = Outstanding 3 = Very Satisfactory 2 = Fair 1 = Poor	Encircle Score			
		4	3	2	1
Introduction	The paper ...				
	1. provides sufficient information about the research problem and research gaps	4	3	2	1
	2. describes the research objectives conceptually and operationally	4	3	2	1
Methods	3. presents a comprehensive literature review developed from previous studies and well-argued	4	3	2	1
	4. uses appropriate research design, data gathering techniques and instruments, sampling and participants (subjects), and data analysis tools/measures to answer the objectives of the study	4	3	2	1
Results/ Findings and Discussion	5. shows evidence of following the approved research protocol to maintain the ethical soundness of the paper	4	3	2	1
	6. presents the results of the study per objective or statement of the problem in tables, graphs or figures and is/are accurately described	4	3	2	1
Clarity and organization of Material	7. articulates the discussion comprehensively with supporting review of literature	4	3	2	1
	8. exhibits profound understanding of the results/ findings as evidenced by concrete conclusion or implications of the study	4	3	2	1
Documentation	9. demonstrates clarity in the development of ideas from abstract to conclusion, grammatically sound, effectively transitioned, simple yet with style	4	3	2	1
	10. cites all literature properly using the prescribed format (APA or Vancouver) and documents all the events in the research process with photos, records or transcripts in the appendices	4	3	2	1

Additional Comment/s:

Decision:

	Raw Points	Percentage
<input type="checkbox"/> Accepted with the inclusion of minor revisions	37 - 40	96 -100
<input type="checkbox"/> Accepted with the inclusion of major revisions	33 - 36	91 - 95
<input type="checkbox"/> Accepted but to reappear for another oral presentation	28 - 32	85 - 90
<input type="checkbox"/> Not accepted, major flaws in the research process	< 28	<85

Evaluator's Signature: _____

Date: _____

Performance Elements	OUTSTANDING (4)	VERY SATISFACTORY (3)	FAIR (2)	POOR (1)
Introduction	Provides well-founded information of the item described.	Provides adequate information of the item described.	Provides acceptable information of the item described.	Relevant information was minimal and many concepts were unrelated.
Methods	Well-written with detailed and appropriate description of the given items.	Moderately well-written and mostly complete description of the given items.	Acceptable description which appear to be sufficient to the given items.	Several main points were missed, little description of the given items.
Results, Findings, and Discussion	Accurately presented data relevant to the objectives of the study, VERY thoughtful and comprehensive discussion, critical analysis of findings with supporting literature.	Accurately presented data relevant to the objectives of the study, major key points discussed, acceptable analysis of findings with supporting literature.	Acceptable data presentation, limited discussion, shows some critical analysis of findings with sufficient literature.	Inaccurate data presentation, fails to discuss key findings, shows little or no critical analysis of findings with little or no literature.
Clarity and organization of material	The entire manuscript is scholarly written and well-organized.	The majority of the manuscript is scholarly written and organized.	Manuscript is somewhat scholarly written and organized.	Manuscript is disorganized or difficult to read and understand.
Documentation	Cites all literature properly using the prescribed format and documents all the events in the research process with photos, records or transcripts in the appendices.	A high number of appropriate citations are used, few, if any additional sources may be needed. Majority of the events in the research process are properly documented with photos, records or transcripts in the appendices.	A moderate number of appropriate citations are used, but more may be needed. Some of the events in the research process are documented with photos, records or transcripts in the appendices.	Few appropriate citations are used, majority are not presented in a proper format, need significant revision. Few of the events in the research process are documented with photos, records or transcripts in the appendices.

I hereby certify that the assessment reflected above is my own judgment and based on my objective and honest interaction with the peers evaluated.

Signature Over Printed Name

Performance Elements	OUTSTANDING (4)	VERY SATISFACTORY (3)	FAIR (2)	POOR (1)
Attendance in scheduled meetings	Attends all scheduled meetings and comes on time	Attends most of scheduled meetings and comes on time.	Attends few of scheduled meetings and sometimes comes late.	Rarely shows in scheduled meetings, if he/she does, comes late.
Contribution in the development of the research paper	Accepts assigned task/s and delivers all the expected output on time with great contribution in the development and preparation of the manuscript.	Accepts assigned task/s and delivers most of the expected output on time with substantial contribution in the development and preparation of the manuscript.	Accepts some assigned task/s and delivers some of the expected output on time, some contribution in the development and preparation of the manuscript.	Seldom or never accepts tasks, little or no contribution in the development and preparation of the manuscript.
Workmanship	Works well with all members of the group, team player, and pays the agreed contribution to implement the study.	Works well with most members of the group, team player, and pays the agreed contribution to implement the study.	Works well with some members of the group, sometimes complains agreed contribution to implement the study.	Very difficult to work with and most the time complains agreed contribution to implement the study.



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RESEARCH FORM L

INSTRUMENT VALIDATION SHEET
 (Graduate School, Undergraduate and Senior High)

DATE: _____

Name of Evaluator:	
Highest Educational Attainment:	
Institutional Affiliation:	
Position:	

Instructions:

Kindly evaluate the tool based on the given performance elements. Encircle the number that corresponds to your score.

Performance Elements	Performance Ratings: 4 = strongly agree 3 = agree 2 = disagree 1 = strongly disagree	Encircle Score			
		4	3	2	1
Clarity of Language	1. The vocabulary level, language, structure, and conceptual level of the questions suit the level of respondents.	4	3	2	1
	2. The items are written in a clear and understandable manner.	4	3	2	1
Presentation of Topics	3. The items presented are organized in a logical manner.	4	3	2	1
Suitability of Items	4. The items appropriately represent the substance of the research.	4	3	2	1
	5. The questions are designed to determine the condition, knowledge, perception, and attitudes that are supposed to be measured.	4	3	2	1
Adequateness of Purpose	6. The items represent the coverage of the research adequately.	4	3	2	1
	7. The number of questions per area is adequate enough of all the questions needed for the research.	4	3	2	1
Attainment of Purpose	8. The instrument as a whole fulfills the objectives for which it was constructed.	4	3	2	1
Respondents Friendliness	9. Does the questionnaire create a positive impression, one that motivates respondents to answer it?	4	3	2	1
Objectivity	10. No aspect of the questionnaire suggests bias on the part of the researcher.	4	3	2	1
TOTAL					

Comments/ Suggestions/ Recommendations:

 Signature Over Printed Name



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RESEARCH FORM M

STATISTICAL SERVICE FORM

(Graduate School, Undergraduate and Senior High)

DATE: _____

<p>Responsibilities of the Data Analyst/ Statisticians</p> <p>a. Guide the students in choosing the most appropriate statistical tool/s for their study.</p> <p>b. Guide the students in the preparation of research instruments together with the research mentor/adviser.</p> <p>c. Process the data of the students using the most appropriate statistical tool/s.</p> <p>d. Assist the students in the preparation of the statistical report (tables and figures) following the institutional format (APA Format).</p> <p>e. Assist the students in the analysis and interpretation of the results.</p>	Name or Group Rep	
	Thesis/ Dissertation Title	
	Research Problem/s	
	Research Variable/s (Please attach instruments)	
	Statistical Tool	
	Data Analyst/ Statistician	<p>This is to certify that the thesis/ dissertation mentioned above have undergone statistical treatment by the undersigned.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Signature Over Printed Name</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Affiliation / Contact No.</p>



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RESEARCH FORM N

READER SERVICE FORM

(Graduate School)

<p>Responsibilities of the Reader</p> <p>a. Check the overall content of the paper if it conforms the standards of the discipline or parlance of the profession;</p> <p>b. Check that the manuscript follows the formatting requirements, literature components, and reference style set by the institution.</p> <p>c. Whenever necessary, recommend recast of sentences to improve the scientific soundness of the paper.</p> <p>d. Proofread the content and ensure academic tone, correct syntax, punctuation, and grammar of the manuscript.</p>	Name or Group Rep		
	Thesis/ Dissertation Title		
	Reading and Editing Time Table		
		Date	Signature of the Recipient
	Date Submitted by the Researcher		
	Date Accepted by the Reader		
	Date returned to the Researcher		
	Date returned to the reader for final proof reading		
	<p>This is to certify that I have read the above thesis/ dissertation and I have checked the compliance of the researcher to the prescribed style and format of the institution.</p> <p>_____</p> <p style="text-align: center;">Signature Over Printed Name</p> <p>_____</p> <p style="text-align: center;">Affiliation / Contact Number</p> <p>_____</p> <p style="text-align: center;">Date</p>		



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RESEARCH FORM 0

CERTIFICATE OF ORIGINALITY

(Graduate School, Undergraduate and Senior High)

I/ We hereby declare that this research is/ our own work and that, to the best of my/ our knowledge and belief, it contains no material previously published or written by another person nor material to which a substantial extent has been accepted for award of any degree or diploma of a university or college, except where due acknowledgement is made in the text.

Signature of Student Researcher/s:

Name of Student/s
Date: _____

Name of Adviser/ Mentor
Date: _____



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RESEARCH FORM P

APPROVAL SHEET

(Undergraduate and Senior High)

This thesis titled

[Title of the Study]

prepared and submitted by **[Names of student researchers]** has been approved and accepted in partial fulfillment of the requirements for the degree Bachelor of Science in Medical Technology.

[name of adviser]
Adviser

PANEL OF EXAMINERS

Approved and accepted by the Committee on Oral Examination on **[date]**.

[name of panel member]
Panel

[name of panel member]
Panel

[name of the department dean]
Department



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RESEARCH FORM Q

APPROVAL SHEET

(Graduate School)

*In partial fulfillment of the requirements for the degree of [name of the program] this
THESIS entitled:*

[Title of thesis]

*has been prepared and submitted by [name of the student/s] who is recommended for the
corresponding **ORAL EXAMINATION.***

[name of adviser]

Adviser

APPROVED *in partial fulfillment of the requirements for the degree of
[name of the program]*

*by the **Oral Examination Committee:***

[name of the examination committee chair]

Chairperson

[name of the panel member]

Member

[name of the panel member]

Member

[name of the panel member]

Member

ACCEPTED *in partial fulfillment of the requirements for the degree of*

[name of the program]

[name of the dean]

Dean

May 2019

Date



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RESEARCH FORM R

TITLE PAGE

(Graduate School, Undergraduate and Senior High School)

**THE ANTIFUNGAL ACTIVITY OF *Impatiens balsamina* (KAMANTIGUE) FLOWER EXTRACT
AGAINST *Trichophyton* spp.**

- four single spaces from the last line of the title to the logo

- Title
- Uppercase except for scientific names
- Single-spaced



1.5" size of SPC Logo

- Three single spaces from the logo

A Thesis Presented to the Faculty of
Medical Laboratory Science Department
San Pedro College

- three single spaces from the last line

In Partial Fulfillment of the Requirements for the Degree
Bachelor of Science in Medical Laboratory Science

- three single spaces from the second line

By

- three single spaces from the second line

Ma. Claire Delgado
Kevin O. Hombed
Jerwin T. Mosot
Charles M. Raya
Jonel W. Tingzon

- Margins:**
Top, Right, Bottom:
- 1"
- Left
- 1.5"

March 31, 2020

- double-spaced from the bottom margin



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RESEARCH FORM S

CONCEPT PAPER FORMAT

1. **Background of the study**
Compelling reasons why the study was conceptualized
2. **Social value/ Significance of the study**
Explain why the proposed study is important. Indicate which part of the Institutional Research Agenda is addressed by the study.
3. **Objectives**
State the research question or problem in a direct and concise form.
4. **Literature Review**
Provide synthesis of known works related to the proposed research project.
5. **Conceptual Framework (for studies testing association, differences, causation)**
Illustrate the relationship of variables to be investigated in the study.
6. **Method**
Describe the proposed research strategy and methods of attaining the objectives of the study, what is well established and known about the research matter, and what interpretative and analytic tools are to be employed.
7. **Ethical Considerations**
Explain how ethical concerns regarding the proposed research project will be addressed.
8. **References**
List the references cited in the RL and methodology sections. Use the Vancouver style of citation.
9. **Gantt Chart**
The detailed plan of accomplishing/ implementing the study.
10. **Proposed Budget**
Outlines the expected amount to be incurred in completing the research.



RESEARCH FORM T

Sample Gantt Chart

Activities	Jan				Feb				Mar				Apr				May			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Writing the proposal	■																			
2. Proposal Defense		■																		
3. Revise the proposal		■	■																	
4. Ethics Review			■	■																
5. Submission of Revisions from REC					■															
6. Questionnaire Validation						■														
7. Pilot Testing						■	■													
8. Data Gathering									■	■	■	■	■							
9. Encoding													■	■						
10. Data analysis													■	■	■					
11. Writing of the final report															■	■	■			
12. Final Defense																	■			
13. Revision of the Manuscript																		■		
14. Submission of the manuscript																		■	■	



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RESEARCH FORM U

Sample Budget Proposal

	Amount
Instrument Validation	Php 900.00
Data Gathering	2 000.00
Materials for the experiment	3 000.00
Manuscript printing and binding	3 000.00
Total	8 900.00



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RESEARCH FORM V

BIOGRAPHICAL SKETCH

(Graduate School, Undergraduate and Senior High School)



- Passport Size Picture of the Researcher
- Biographical Sketch or BioSketch details the important facts about the researcher such as his/her education, occupation, life activities that would build-up his/her research credential. It summarizes the interesting facts about the person.

JASMEN S. PASIA *(Name of the Candidate)*
Director, Research Publication and Innovation Center *(Institutional Affiliation)*
San Pedro College, Davao City
jasmen_pasia@spcdavao.edu.ph *(Contact Details)*

Jasmen is fondly called Jazzy by her family and friends, was born and raised in Davao City, Philippines. She graduated from San Pedro College class of 1999 with a degree in Medical Technology as Summa Cum Laude and earned her Master of Science in Medical Technology at the University of Santo Tomas, Manila, with an outstanding thesis grade Cum Laude. She is currently finishing her Ph. D. in Development Research Administration at the University of Southeastern Philippines, Davao City. She served San Pedro College for 16 years as a faculty member of the undergraduate and graduate Medical Technology programs, where she mentored student researches that earned local and national recognition. She worked for two years at Tabuk University, Kingdom of Saudi Arabia, and commissioned to do research projects such as the antibiotic residues on chicken meat and its products. In 2017, she joined back San Pedro College as Assistant Head of the Research and Publication Office. Her research interests include bacteriology, parasitology, mycology, immunology, clinical chemistry, and immunohematology.

Among her achievements as an educator and researcher include the Crisanto G. Almario Memorial Research Award (an award given to a Medical Technologist with an outstanding contribution in the field of research given by the Philippine Association of Medical Technologists); Platinum Award for her research on the Predictors of Performance in the Medical Technologists Licensure Examination given by the Philippine Association of Institutions for Research; 1st Runner-up on the nationwide search for most outstanding PERAA member in the field of teaching given by PERAA; and Champion, Professional Category Medical Technology Research Forum for her study on the Epidemiology of Echinostomiasis in Compostela Valley Province.

She is currently designated as the Director of Research, Publication, and Innovation Center of San Pedro College, and a member of the Executive Committee of the DOST-Regional Health Research and Development Consortium (DOST-RHRDC XI).