

### Sample of the Quantitative Journal Article

In the following pages you will find a sample of the full BGS quantitative journal article with each section or chapter as it might look in a completed research paper beginning with the title page and working through each chapter and section of the journal article.

#### **\*Institutional Review Board (IRB) and Ethical Conduct in Research.**

This section also provides important information used for preparing the Institutional Review Board (IRB) approval request. As you know by now the IRB must approve your research prior to interacting with human subjects or collecting data from human subjects. It is recommended that studies that do not intend to interact with human subjects apply and receive approval from the IRB to prevent unintended harm to others and the loss of the resulting research data. *Please be certain to use the BGS specific IRB forms and procedures.*

All research regardless of whether or not it interacts with humans must apply to and be approved by the IRB. All research involving human interaction must include a signed informed consent form. Subjects under the age of eighteen and others who are not able to sign for themselves are not included in BGS student research. You will need to keep the consent forms and information confidential and separate from the data. Confidentiality means that you may not reveal who participated in your research, unless otherwise directed by an agent of the university, which should come through the IRB, the Dean's Office, or your instructor. Your instructor or the IRB can ask to review your consent documentation to verify the authenticity of your participants.

A common pitfall for students is that they test their data collection instruments with likely subjects or begin to collect data *PRIOR* to receiving approval to their research by the IRB. These students must destroy this data and it cannot be used in the research study. Violation of this policy might lead to an *academic dishonesty hearing* and the potential for being *dismissed from the university*.

Full Title of the Paper

Your Full Name (as it appears on your transcript)

Trinity Washington University

I have adhered to University policy regarding academic honesty in completing  
this assignment

Submitted to \*Instructor Title and Name on behalf of the faculty of the School of  
Business and Graduate Studies in partial fulfillment of the degree requirements  
for the Full Name of the \*Degree Program

Semester Year

\*Use the title Dr., or Prof. if the instructor does not have an earned doctorate. Do not use Mr. or Ms. \*\* For example, Master of Arts in Communication, Master of Science Administration in Federal Programs Management.

### Abstract

The abstract consists of 150 to 250 words in a single paragraph, see APA 6<sup>th</sup> Publication Manual section 2.04 for guidelines regarding items to be included. After the abstract on the same page and starting a new paragraph are keywords, *in italics*, that will assist others in researching scholarly work related to your topic. Remember there is no indent in this paragraph. Your instructor may determine the length of the abstract as long as it fits the parameters of no more than 250 words. The abstract should be comprised of the following sentences:

One to two sentence(s) covering the general context of the research topic

One to two sentence(s) regarding the specific research problem

One sentence regarding the research methodology

One to two sentences regarding the significant findings

Some instructors will require a sentence regarding the conclusions and recommendations

*Keywords: Include topic, major theories, keywords others might use to find your work, research methods.*

\*Note that the shortened title header and page number begin here on the second page with page # 2. When you set up your shortened title as the header, do that on the title page, then select different first page in the header design tab. Also, there should be no lists in an abstract. It is one solid paragraph, two if necessary. \*Acknowledgements or Dedications would each have their own page following the abstract. \*All front matter has regular, not bold, headings and the *front matter does not appear in the table of contents.*

## Table of Contents

	Page
Introduction .....	5
*Subject of Case Study .....	6
Theoretical Framework.....	6
Research Questions .....	10
Population and Sample .....	12
*Data Source(s) .....	13
Research Design .....	14
*Tables of information you might find useful (in APA format) .....	16
*Intervention Protocol .....	18
Survey Instrument and Protocol.....	18
Results.....	19
Discussion .....	24
Summary .....	26
References .....	27

\*Use Heading One, primary level heading, for each chapter, and Heading Two for each secondary level heading (indented 0.5”) for each section within the chapter. Third level and below headings do not appear in the Table of Contents. The Table of Contents ends with the Appendices section. Use the MS Word heading function to establish your two heading levels and to edit how they appear in the document. Then you can use the Table of Contents builder to auto-create the table of Contents. Microsoft Help in MS Word can assist you with learning this.

## List of Tables

	Page
Table 1. <i>Variables and measures</i> .....	16
Table 2. <i>Measures of association</i> .....	16
Table 3. <i>Nominal measures of association</i> .....	17
Table 4. <i>Ordinal measures of association, -1.0 to 1.0</i> .....	17
Table 5. <i>Equivalents of probability, fraction, and percent</i> .....	17
Table 6. <i>Frequency of gender</i> .....	13
Table 7. <i>Cross tabulations—My future &amp; ECA or OCA? (Volunteer)</i> .....	20
Table 8. <i>Model Summary BA</i> .....	21
Table 9. <i>Coefficients BA</i> .....	21
Table 10. <i>ANOVA BA</i> .....	21
Table 11 <i>Model Summary CVR</i> .....	22
Table 12. <i>Coefficients CVR</i> .....	22
Table 13. <i>ANOVA CVR</i> .....	23
Table 14. <i>Chi-Square: My future &amp; ECA or OCA? (Enrichment Program)</i> .....	23

## List of Figures

	Page
<i>Figure 1. The model of the quantitative theoretical framework</i> .....	8
<i>Figure 2. The theoretical framework of the study.</i> .....	9

*\*Note: you may place the list of tables and the list of figures on one page, but you should choose to put them on separate pages if either list is extensive.*

### Introduction

The introduction is developed in a preamble section, which follows the chapter heading above. The introduction is developed in one to two paragraphs discussing the general context of your research topic. You may recognize this as your background to the study. This is an expansion of your abstract and a concise summation of your argument establishing the relevance and importance of your study. You are writing this for your peers, so it is less verbose in establishing the context to support the problem statement and your purpose and significance. . Since it is a summation of other author and theorists work who informed you, please remember to cite heavily at the end of the paragraphs or as needed in the text. You should plan on one to paragraph of general context regarding your research topic. Then provide one to two paragraphs of more specific context regarding your topic, this might be considered the state of your community briefing. You are preparing your audience to understand and accept the statement of the problem. For example, you might discuss in the general context the history of synthetic marijuana use. Then in the specific context you might discuss the upsurge in synthetic marijuana use.

In the discussion of the general and specific contexts you should also include a discussion of your theoretical perspective or the theory you are investigating. The introduction should also include a discussion, which defines key terms that might not be familiar to the peers you are writing for. Then complete your introduction with the following paragraphs, which do not need to be marked with a third level heading unless it is helpful in improving the readability of the section.

**Statement of the Problem.** You will provide one concise paragraph discussing your research problem. Be specific in describing this problem. For example, you might discuss the

problem of the recent increase in synthetic marijuana use among preteens in Northwest DC and the resulting risks to their health and lifestyle. Remember you have prepared the reader with the preamble above this section.

**Purpose of the Study.** Discuss in one concise paragraph what you will do in the research. This is made obvious in the argument of the Literature Review. This is a brief statement of how you will investigate the research problem. For example, the purpose of this study is to examine the prevalence of the use of synthetic marijuana use among preteens which will lead to a prevention and intervention model to be used in community centers citywide.

**Significance of the Study.** Discuss in a sentence or two what the benefit will be of addressing the research problem might be to the population of your study, and or the academic and practitioner communities. For example, Health professionals, educators, staff members, and concerned citizens will have relevant information and an intervention model for use in curbing preteen use of synthetic marijuana.

#### **\*Subject of Case Study**

This is an alternate section that applies only to case study research. Students pursuing a case study will present an additional section for the subject of their case study. This section will be titled for the case study. This is a thorough discussion of the subject and not an exposition of the data you will discuss in the findings chapter. If you are pursuing a study with multiple cases you will present a section for each case subject.

#### **Theoretical Framework**

In the quantitative research study this is a *Theoretical Framework* and at a minimum this should include the dependent variable (constant) and the independent variable (factors that effect the dependent), and should also include the moderating and intervening variables. You will

describe your theoretical framework or theoretical construct as a model of your research problem. Discuss and support your working theory for this study. This is the precise meaning that the variables or factors will have in your study and not the broader meanings that might be apparent in the literature review. End

by developing a visual representation (figure) of your model. In a quantitative study discuss the dependent variable in relation to each independent variable and then how the mediating and intervening variables impact both the dependent and independent variables. This is your opportunity to show your competence in conducting the research and your mastery of the problem. You will have instructors who ask that the theoretical construct or framework appear in a separate chapter at their prerogative.

Name and define the variables: Dependent, independent, intervening, and moderating and provide a brief description of each, much like your definition of key terms. This clarifies for the reader the specific nature of your variables and limits their interpretation by critics. Then provide a figure that models your theoretical construct or framework.

**Dependent variable.** Use the name of this variable for the title of this heading. This is a brief and concise paragraph of description, with citations and establishes the operational (measureable) definition for this study. Think of this as the experiment's resulting steady state. For example, preteens who are less disposed to be attracted to the use of synthetic marijuana.

**Independent variable one (IV1):** Use the name of this variable for the title of this heading. This is a brief and concise paragraph of description for each variable, with citations, and establishes the operational (measureable) definition for this study. For example, positive relationships with parents or guardians, strong adult – non parent role model relationships, supportive friendships, positive body image, interest in athletics, and etcetera.

**Independent variable two (IV2):** and etcetera....

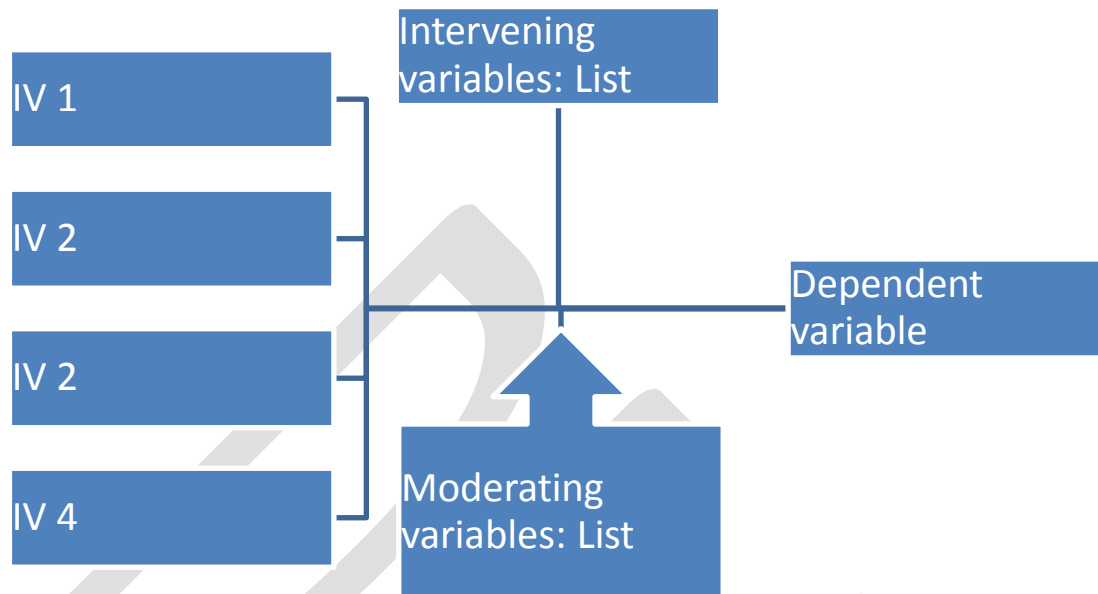


Figure 1. The model of the quantitative theoretical framework

For example:

**Dependent variable.** The ideal state of *voting representation of the District of Columbia* is similar to any other state in the United States. This would require full budget autonomy or the ability of the District of Columbia to raise, spend and manage local tax dollars. Secondly, full Congressional voting representation is the ideal state of the dependent variable (Gray, 2013).

**Independent variable one (IV1).** *Public Safety:* As a performance measurement defined by the Mayor of the District of Columbia, public safety has entered the forefront of city politics in the nation's capital. When discussing public safety, an emphasis on crime must be made to focus the discussion on public perceptions of this politically fueled debate ( Duffy, Wake, Burrows & Bremner, 2008; Hartnnagel, 1979)

**Independent variable two (IV2).** *Education.* Scholars have also examined the attitudes towards education extensively. According to Mayor Vincent Gray (2013). One of the primary goals of the Gray administration is to ensure that all District residents, from birth to age 24, have access to a first-rate system of public education. Mayor Gray's commitment is to expand quality

education options throughout the District. He wants to see the availability of universal pre-K to all in need, the creation of outstanding traditional public and public charter schools, and access to local higher education opportunities at both the University of the District of Columbia and the Community College of the District of Columbia (Government, 2013).

**Independent variable three (IV3).** *Economic Development:* According to the Gray (2013) administration, economic development is defined as: Fiscal responsibility in the long term also depends on getting District residents back to work. The District has neighborhoods with unemployment rates approaching 25 percent. Although the District is rich in job opportunities, some of its residents do not benefit from these opportunities because District jobs are often held by non-District residents. In response, the Gray administration has developed a dual track approach that gets residents back to work by attracting new economic development proposals that create jobs and by developing initiatives designed to equip our unemployed and underemployed residents with the skills and resources they need to find good jobs (Jobs and Economic Development, 2013).

**Moderating Variables:** in this study the following moderating variables will be considered: *time in residence in the District of Columbia*, and *political party affiliation*. The relationship of the dependent variables to the independent variable is outlined in the model below.

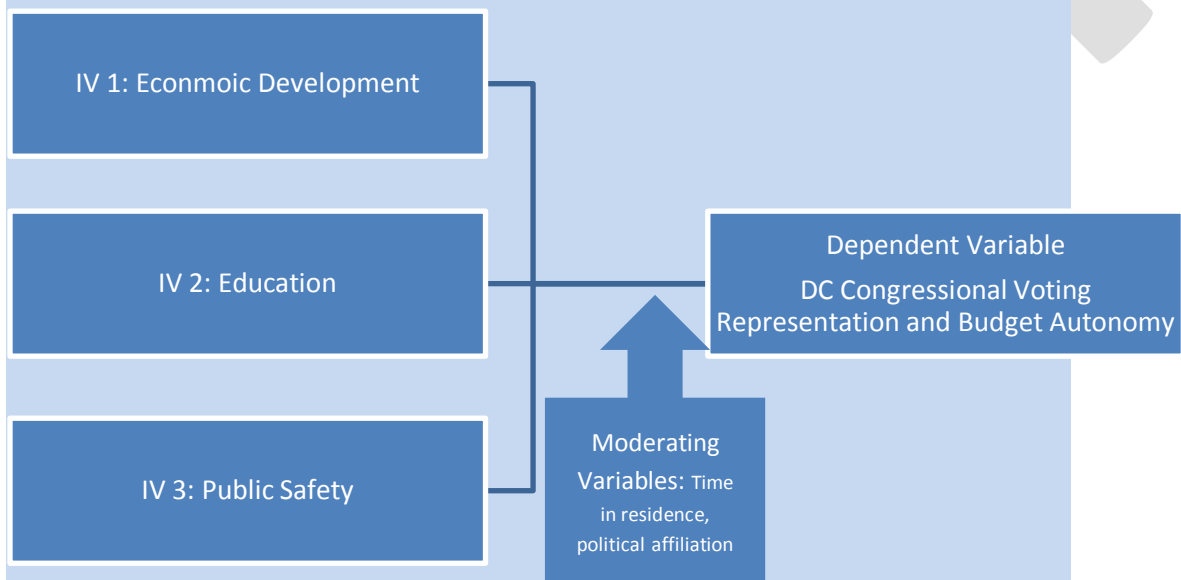


Figure 2. The theoretical framework of the study.

**Delimitations and Limitations.** Most research topics cover areas that are far too multitudinous, multifaceted, complex, or inexhaustible to be addressed in a research study of any scope, say nothing of an undergraduate or a graduate level research paper. There are research directions and research questions suggested by your research topic but are not addressed in this research study. Discuss briefly a few of these delimitations to show that you know where your research fits in its scholarly community and that you know what you can accomplish. Also describe what your research design cannot accomplish due to the scope of the project. For example, Due to the scope of this research project you are not able to collect data from the entire recommended population sample, so your study is limited by the number of participants, or that you used a convenience sample.

### **Research Questions**

List and then discuss each of the general questions that determine what methods you will use and what type of data you will collect. These are indicated by the research problem and bound by your theoretical perspective and your research methodology. These are later made obvious in the argument of the Literature Review. For example,

The researcher sets out to understand the impact of voting rights and budget autonomy on residents of the District of Columbia. Specifically, the research will determine the relationship of the moderating variables of public safety, education, economic development, voter engagement, and voter disenfranchisement on Congressional voting representation and budget autonomy.

**Research question one (RQ1):** How are attitudes towards education, public safety and economic development impacted significantly by the lack of Congressional voting representation and budget autonomy?

***Null hypothesis one ( $H_01$ ):*** Attitudes towards education, public safety and economic development are not impacted significantly by the lack of Congressional voting representation and budget autonomy.

***Alternate hypothesis one ( $H_1$ ):*** Attitudes towards education, public safety and economic development are impacted significantly by the lack of Congressional voting representation and budget autonomy.

**Research question two (RQ2):** Are residents of the District engaged in the political process despite the lack of Congressional voting representation and budget autonomy?

***Null hypothesis two ( $H_02$ ):*** Residents of the District are engaged in the political process despite the lack of Congressional voting representation and budget autonomy.

***Alternate hypothesis two ( $H_2$ ):*** Residents of the District are not engaged in the political process despite the lack of Congressional voting representation and budget autonomy.

### **\*Population, Sample, or Data Source**

\*Please note that it is important to distinguish and understand prior to your Research Design (or Research Strategy) section there is a difference between studies involving human intervention and those that rely on secondary forms of data. To start a human intervention study, after the preamble you would begin with the sections: Setting, and Population. Studies using secondary data you would start with Data Source (or Sources) after the preamble and then move to the Research Design section. A study involving both human participants and secondary data

you would use all three sections. All three of these sections are described below. Use the ones appropriate to your study.

### Population and Sample

For studies involving human participants discuss who in general terms should participate and then calculate the suggested *demographics* and the *sample size* of the population. Be sure to support your population choice and then the type of sampling you will use to determine the sample (with citations). Next discuss the population's size and the calculation of your representative sample. For example,

The intended population is residents of the District of Columbia. These residents will consist of individuals of diverse socioeconomic backgrounds and races. Participants will be asked if they are 18 or older and must be at least the age of 18 to participate in the survey. Individuals under the age of 18 will not participate due to their inability to vote in local and national elections. The study is solely an examination of voting age adults. The sample size for this study is calculated based on the nearly 400,000 registered voters in the District of Columbia. The sample size is 369 participants with a 5.0% *margin of error*, a 95% *confidence interval*, and a 40% *response rate*. Individuals will be recruited using random sampling. Participants will be recruited at various public places, including but not limited to, Metro stations, coffee shops, and grocery stores in all four quadrants of the city. Recruitment materials are found in Appendix A.

Next discuss those who actually participated if you have human interaction, whether this is general descriptions of the sample if you did not collect demographic information, or more specific descriptions if you have more specific demographic information. It is important to be

sure to use pseudonyms for the participants, others they name, and their organizations. Methodologies that depend on sources other than human participants should offer a brief description of the materials they use. In a quantitative study this information is often captured in the aggregate. You can display information in frequency tables or descriptive tables to discuss and display trends regarding the sample of participants. Don't go overboard, keep the tables presented interesting and relevant.

In Table 6 the results of the frequency analysis of participants by gender, where 1 = boys and 2 = girls, shows that the majority of participants were girls (28, 63.6%) and approximately one-third of the participants were boys (16, 36.4%). This might have a significant effect on the results of this study since girls are more likely to participate in OCAs (Smithwick, 2012, p. 311).

Table 1. *Frequency of gender*

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1	16	36.4	36.4	36.4
2	28	63.6	63.6	100.0
Total	44	100.0	100.0	

#### **\*Data Source(s)**

If you are conducting a primary research using any form of secondary data, which might include documents or other non human intervention methods you would discuss where you will find those documents, media, or other data sources and how you will determine which to include in the study. For example, in a content analysis (analysis of several documents) you might describe the data bases you will search for relevant scholarly articles, and offer some examples of search terms and criteria you will use. Then show some examples of articles you have

retrieved in a list of brief annotated bibliographies. Or you might use a publicly available data set. The data might be from a data set found as a result of a search of the department of Labor statistics site or the ICPSR site. Name the research study, state why this data was developed and its purpose. Discuss the data set, the information, and the variables that will be used from that data set in your research study.

### **Research Design**

Discuss in narrative form the detailed step by step process of how you will conduct the entire research study (the collection of your data). Think of this as the operator's manual for your experiment that you might share with others so they can be assured that it is replicable and of the rigor of your experiment. Give a step by step how to description that another would follow to replicate your methodology. You might start by making a bulleted list in another document, and then narrate that list here in this section. It needs to have enough good detail to eliminate assumptions or the need to ask questions without becoming so granular in detail that no one will read it. It is a balancing act between too much information and not enough information. Cite the textbooks and research articles, which inform you. Creswell's *Research Design*, 3<sup>rd</sup> or 4<sup>th</sup> ed. have great discussions of quantitative research methods and useful checklists. Additionally, language from Remler and Van Ryzin, *Research in Practice*, can be helpful.

**Strategy and measurement.** Discuss the strategy of tests you will run in your statistical analysis program and the expected measurements to show significance, probability, strength of association, etcetera. Cite statistics texts, such as Szafran's *Answering Questions with Statistics*, or research texts from your review of related research in the Literature Review. For example in a standard social sciences study a specific range of measures of significance and association are expected in tests (tables) you might run on the data. In some cases it might be appropriate to

develop and test a predictive model of variables, which effect the dependent variable. In these instances you might run an ANOVA. Narrate the list the range of significance and/ or association and show them in tables. In social science research you would be expected to run tests (results in the form of tables) for: Descriptives (frequency and descriptive tables), measures of association (Cross Tabs, Correlation, Chi-square), testing the hypothesis (one sample t- test, paired sample t- test), and tests for prediction. Any of these might look at values such as mean, difference of mean, degrees of freedom,  $f$ , Pearson's Movement Correlation Coefficient (PMCC) (or Pearson's  $r$ ), significance ( $p$ ), slope ( $b$ ), beta ( $\beta$ ), multiple correlation coefficient ( $R$ ), or the coefficient of determination ( $R^2$ ), and many more. Please be prepared to discuss why you are using these statistics and what their values mean. These lists are not fully inclusive of the tests you should run and statistics you should calculate, so work with your faculty to determine in advance the appropriate tests to run. Be certain to discuss what the measurements indicate. For example, it is important to know what indicates a strong association, or a positive correlation. This shows that you know in advance what results you are expecting in your data (not that you know the exact results, but have a reasonable expectation). For example:

**Measures of association.** Measures of association are a single statistic, which provides a value for the relationship (covariation) between two variables. Additionally, ordinal measures of association are able to indicate the strength of the relationship and the direction of the relationship (Szafran, 2012, p. 196).

***Pearson's correlation*** (PMCC) is a test of the strength of association between two variables in the model. PMCC shows strong positive correlation at values of 0.5 to 1.0, and strong negative correlation at values of -1.0 to -0.5. Then follow with medium correlation, weak correlation, and no correlation. You

should also offer information regarding the difference between a positive and a negative correlation.

**Significance (2-tailed)** is another test of the strength of association between two variables in the model. Significance (2-tailed) shows strong positive correlation at values of 0.05 to 0.0, and strong negative correlation at values of 0.0 to -0.05. Then follow with medium correlation, weak correlation, and no correlation. You should also offer information regarding the difference between a positive and a negative correlation. When compared with the PMCC in the Coefficients (a) table a researcher can determine from two independent tests of the strength of association and indicates variables to investigate through further inferential analysis. Then follow with the next test and its measures...

**\*Tables of information you might find useful (in APA format)**

Table 2. *Variables and measures*

Pair of variables	Type of measure of association
Nominal & nominal	Nominal measure of association
Nominal & ordinal	Nominal measure of association
Nominal & interval/ratio	Nominal measure of association
Ordinal & ordinal	Ordinal measure of association
Ordinal & interval/ratio	Ordinal measure of association

Source: Szafran instructor's power points, chapter 8, slide 4

Table 3. *Measures of association*

If the absolute value of a measure of association is:	The association will be described as:
.000	No relationship
.001 to .199	Weak
.200 to .399	Moderate
.400 to .599	Strong
.600 to .999	Very strong

1.000	Perfect relationship
Source: Szafran instructor's power points, chapter 8, slide 5	

Table 4. *Nominal measures of association*

Measures of association - Nominal	Range	Symmetric or Asymmetric
Contingency coefficient	0.00 to approx.. 1.00	Symmetric
Cramer's V	0.00 to 1.00	Symmetric
Lambda	0.00 to 1.00	Symmetric and Asymmetric
Phi	In 2x2 tables = -1.00 to 1.00; in larger tables = 0.00 to approx. 1.00	Symmetric
Uncertainty coefficient	0.00 to 1.00	Symmetric and Asymmetric

Source: Szafran instructor's power points, chapter 8, slide 7

Table 5. *Ordinal measures of association, -1.0 to 1.0*

Measures of association - Ordinal	Symmetric or Asymmetric
Gamma	Symmetric
Somer's <i>d</i>	Symmetric and Asymmetric
Kendall's tau-b	Symmetric
Kendall's tau-c	Symmetric
Spearman's correlation	Symmetric

Source: Szafran instructor's power points, chapter 8, slide 10

Table 6. *Equivalents of probability, fraction, and percent*

Probability	Fraction	Percent
.80	4/5s, or 4 out of 5 attempts	80%, or 80 of 100 attempts
.50	½, or 1 of every 2 attempts	50%, or 50 of every 100 attempts
.10	1/10, 1 of every 10 attempts	10% or 10 of every 100 attempts
.05	1/20, or 1 of every 20 attempts	5%, or 5 of every 100 attempts
.01	1/100, or 1 of every 100 attempts	1%, or 1 of every 100 attempts
.003	3/1000, or 3 of every 1000 attempts	0.3%, or 3 of every 1000 attempts
.0001	1/10,000, or 1 of every 10,000 attempts	0.01%, or 1 of every 10,000 attempts

Source: Szafran (2012, p. 297)

**\*\*PROTOCOLS\*\***

In the sections below you will describe your data collection instruments: how they were developed, why the types of questions were used, and the protocol for how you will administer the instruments to gather data. . For example, you might give a pre- and post-test to effect (cause

a result) an increase in competencies. The intervention would be the educational seminar or training event to increase the competency. The pre- and post-tests would replace the interview or the questionnaire.

### **\*Intervention Protocol**

Discuss the objectives of the intervention, how the intervention was developed, and how it will proceed. Then provide the supporting materials as necessary (agenda, handouts, brochures, etcetera). If you are presenting a seminar or a training event you would need to discuss how it was developed, the theories that support its use. Then discuss how you will administer the intervention. Discuss where the interaction with your subjects will take place.

### **Survey Instrument and Protocol**

Discuss how the survey will be conducted and provide the supporting materials. Discuss how the survey was developed. What was the logic behind the determination of specific questions? What information might you gain from their use in your protocol? Discuss the types of questions included and the types of data they will provide. Also, be certain to give an example of each response type you might use. For example, multiple choice, fill in, true/false, yes/no, scaled response (Likert or otherwise). Creswell's *Research Design*, 3<sup>rd</sup> or 4<sup>th</sup> ed. discuss direct questions, what a researcher expects for responses, and why we choose them. Additionally, language from Remler and Van Ryzin, *Research in Practice*, can be helpful. Further, you might refer to Schensul, Schensul, and LeCompte's *Essential Ethnographic Methods* for a discussion of developing a survey instrument and administering it to your participants.

Discuss where and how the interaction with your subjects will take place. If you are conducting an intervention and then a survey, describe where the interview will take place, how

you have arranged the setting to ensure the appropriate level of quiet, intimacy, and privacy, and so on.

## Results

As in the previous chapters the results begins with a brief and concise *Preamble*, a paragraph describing what will be covered or accomplished in this chapter. In the results section the researcher will describe and define (analyze) the data collected, and only the data collected without assigning importance, value, or meaning. The major difference in a journal article is that you will not present all forms of data analyzed. You will present the tests and results that indicate whether each hypothesis is proved, and whether or not it is correlation or t-tests, or ANOVA. You must be precise in which data you present and keep it interesting and relevant.

The following examples are presented for your reference.

**Cross tabulations.** Table 7 represents standardized test scores of students who participated in extracurricular activities and the standardized test scores of students who did not participate in extracurricular activities? Of students who participated in volunteer, 16 of 16 indicated (YES) that standardized test was substantially important; 0 of 16 indicated that standardized test were important, and 0 of 16 standardized tests were not important. Of students who did not participate in volunteer, 23 of 28 indicated (YES) that standardized test was substantially important; 4 of 28 indicated that standardized test were important, and 1 of 28 standardized test were not important.

Table 7. *Cross tabulations—My future & ECA or OCA? (Volunteer)*

			I have participated in the following ECA or OCA? (Volunteer)		Total
			Yes	No	
My grades in high school and college matter for my future.	Strongly Agree	Count	6	21	37
		Expected Count	3.5	23.5	37.0
		Residual	.5	-2.5	
	Somewhat Agree	Count		2	2
		Expected Count	7	1.3	2.0
		Residual	.7	-.7	
	Agree	Count		4	4
		Expected Count	.5	2.5	4.0
		Residual	1.5	-1.5	
	Somewhat Disagree	Count		1	1
		Expected Count	4	.6	1.0
		Residual	.4	-.4	
Total	Count	6	28	44	
	Expected Count	6.0	28.0	44.0	

**Regression analysis.** Tables 8, 9, and 10 reveals that attitudes towards public safety is statistically significant with respect to the lack of budget autonomy,. The tables also reveal the predictors of budget autonomy being the economy with respect to CVR and public safety with respect to budget autonomy. Since the significance is <.05, the data is considered to be statistically significant where p values equal .182, and .176. Statistical significance is also experienced with the attitudes of the educational impact where significance is moderate at .451 and .468.

Tables 11, 12, and 13 reveal that attitudes towards education, public safety and economic development are statistically significant with respect to the lack of Congressional voting representation. The tables also reveal the predictor of CVR

is public safety with respect to CVR. Since the significance is  $<.05$ , the data is considered to be statistically significant where p values equal .032, .195 and .181 for education public safety and the economy.

Table 8. *Model Summary BA*

Model	R	R Square	Adjusted R square	Std. Error of Estimate
1	.447	.200	-.043	7.550

Table 9. *Coefficients BA*

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	29.419	10.716		2.745	.012
Education CVR	-.159	.208	-.183	-.767	.451
Education BA	.164	.223	.188	.738	.468
Public Safety CVR	.566	.411	.522	1.375	.182
Public Safety BA	-.582	.417	-.472	-1.397	.176
Economy BA	.065	.344	.059	.189	.852
Congressional Voting	.197	.170	.268	1.158	.259
Economy CVR	-.062	.317	-.057	-.196	.846

Table 10. *ANOVA BA*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	327.724	7	46.818	.821	.580b

Residual	1310.986	23	56.999
Total	1638.710	30	

Table 11 *Model Summary CVR*

Model	R	R Square	Adjusted R square	Std. Error of Estimate
1	.620	.384	.196	9.021

Table 12. Coefficients CVR

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.431	14.726		.301	.766
Education CVR	.518	.227	.436	2.282	.032
Education BA	.019	.269	.016	.071	.944
Public Safety CVR	-.590	.496	-.400	-1.189	.246
Public Safety BA	.668	.500	.398	1.335	.195
Economy BA	-.545	.395	-.364	-1.379	.181
Economy CVR	.678	.351	.456	1.930	.066
BA Importance	.281	.242	.206	1.158	.259

Table 13. ANOVA CVR

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1166.809	7	166.687	2.048	.092
Residual	1871.901	23	81.387		
Total	3038.710	30			

**Chi-square.** Table 20 represents the relationship between standardized test scores of students who participated in extracurricular activities (Enrichment Program) and the standardized test scores of students who did not participate in extracurricular activities (Enrichment Program) using a chi-square test. The relationship between the two groups displayed a Pearson Chi-Square level of .118 (Asymp. Sig) and Likelihood Ratio level of .111 (Asymp. Sig), which indicates that both variables do not have significant relationship. Overall, the standardized test scores of students who participated in extracurricular activities (volunteer) and the standardized test scores of students who did not participate in extracurricular activities (Enrichment Program) did not have a significant relationship.

Table 14. *Chi-Square: My future & ECA or OCA? (Enrichment Program)*

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5 .881 <sup>a</sup>	3	.118
Likelihood Ratio	6 .011	3	.111
N of Valid Cases	4 4		

a. 6 cells (75.0%) have expected count less than 5. The minimum expected count is .27.

*Note:* it is not enough to show a numerical result and say it is strong or weak association. Narrate what it might infer. What do scholars in your literature say about this? What might you infer from these associations based on your mastery of the literature review? Don't hesitate to go to the library journal data bases and search based on criteria from these associated variables.

## **Discussion**

As in the previous chapters the discussion begins with a brief *Preamble*, a paragraph describing what will be covered or accomplished in this chapter. Use this to provide a brief preview of what will be covered in this chapter.

This is the chapter that all the work is for. Here you will use the competencies of synthesis and evaluation to develop connections between what is known and what emerges from the research project to create new understandings or new knowledge. You will show that you have a mastery of the topic, a command of the data collected through the project, and have resolved, answered, or addressed the research question(s). This is a tall order and requires a great amount of reflection and creative thought. Allow yourself the time and space for this to happen. It is a shame to accomplish all of this work only to restate what is obvious while missing the gems hidden in your analysis.

The discussion of the significant data from the previous chapter, Findings, will provide the basis of the material for the researcher in addition to knowledge expressed through or inferred by the Literature Review. You as the researcher will determine value and meaning to data based on the expertise gained through the Literature Review and in analyzing the collected data.

On occasion, the data will suggest concepts that were not discussed previously in the Literature Review and the researcher will include a concise literature review on these emergent

concepts as a subsection in this chapter. It is important that the researcher limit the discussion to the materials from the Literature Review and the Findings. This information provides the evidence upon which we make evidence-based conclusions, and this is after all the goal of scientific methodology and empirical research. Then the discussion chapter includes the following sections:

**Research question one:** Discuss your findings or results in relation to your each of research questions in order of the questions. Present each research question as a third level heading with related discussion following it.

**Hypothesis one:** Then discuss that research question in terms of what you prove with each research hypothesis, which would include findings significant to the questions and what it means to the research. Indicate whether the null or the alternate (research) hypothesis was proved and what statistics prove this. Be sure to include results significant to the research question and what it means to the research study.

**Research question two:** and so on...

**Hypothesis two:** and so on...

**Conclusions.** Now that you have thoroughly discussed of the significant data, reflect on what most important that has emerged from this empirical study, and what can you infer from it. This is the pinnacle of the research and it should reveal more than the obvious. It should express your ability to synthesize the information you have gathered and then evaluate it to find new a understanding or new knowledge of the research topic, and it should show that you have addressed or resolved the research problem. After all that is the point of the research project.

**Recommendations.** *Future Research, Theory, or Practice.* Knowing what you now know as evidenced in the conclusions, what recommendations would you make practice (i.e.,

hiring practices, leadership development, educating youth regarding risky behaviors and HIV infection). You might consider these as ancillary benefits of your research (beyond the research significance stated in the introduction). Discuss them briefly here to indicate how others might make best use of your work.

### **Summary**

The summary at the end of an article is much more robust and detailed than in many forms of writing. You will be expected to review the purpose of your research study by revisiting the statement of the problem, the significance, and the research questions. Then review significant findings, significant conclusions, and implications or recommendations. This often takes at least three to four paragraphs. So do not short change your paper as you cross the finish line.

### References

The references section is written with a paragraph in the hanging indent style and with a sentence space of 1.5 for improved readability. There must be a reference for every work cited, and nothing should be referenced that is not cited, in the entire document.

See the APA 6<sup>th</sup> Publication Manual, chapter 7 for the appropriate reference styles for each type of source used.

Your reference section should include every work cited in the paper. The reference section of an APA research paper is unlike a bibliography from other publishing styles. The reference section of this paper may only include works that you have cited in the document. You may not include items that influenced you, or are recommended reading, only include what you have actually cited.

For example,

Corra, M. (2009). The state of Black America: On the heels of the election of Barack Obama as the first African American President of the United States. *The Western Journal of Black Studies*, 33(3), 192-211.

District of Columbia Board of Elections. (2013, January 9). Administrative Hearing No. 13-01 Re: Formulation of proposed charter amendment ballot language. Washington, DC.

Duffy, B., Wake, R., Burrows, T., & Bremner, P. (2008). Closing the gaps: Crime and public perceptions. *International Review of Law Computers & Technology*, 22, 17-44.

Engstrom, R. L. (1994). The voting rights act: Disfranchisement, dilution, and alternative election systems. *Political Science & Politics*, 685.

Hartnagel, T. (1979). The perception and fear of crime: implications for neighborhood cohesion, social activity, and community affect. *Social Forces (University Of North Carolina Press)*, 176-193.

Lanning, K. (2008). Democracy, voting, and disenfranchisement in the United States: A social psychological perspective. *Journal of Social Issues*, 64(3), 431-446.