

FORMAT:

A. General Format

a. Spacing

- i. Between sentences – two single spaces
- ii. Between paragraphs – two single spaces
- iii. Double spacing must be observed all throughout the manuscript. However, single spacing is applied in table headings and title or caption of figures.

b. Margins

- i. Top – 1"
- ii. Bottom – 1"
- iii. Left – 1.5"
- iv. Right – 1"

c. Font

- i. Style – Arial
- ii. Size – 12

d. Paper Layout – 8.5 x 11 (Letter size)

e. Paragraph Layout – Justified

f. Pagination – Placed on the UPPER RIGHT CORNER of the manuscript except for chapter pages

g. Title – Titles must have a maximum number of words of 21 including the articles, prepositions, conjunctions, and the like. Must be written in all CAPITAL and in BOLD letters following the INVERTED PYRAMID shape

**TITLE TITLE TITLE TITLE TITLE TITLE TITLE
TITLE TITLE TITLE TITLE TITLE
TITLE TITLE**

single space, bold, all
in capital letters,
inverted pyramid

2 single spaces



School logo

1.5" x 1.5"

2 single spaces

A Qualitative Research Proposal

presented to

The faculty of the Senior High School

Holy Child College of Davao - Kalayaan

Davao City

3 single spaces

In Partial Fulfillment

of the Requirements for the

Inquiries, Investigations, and Immersion

3 single spaces

Student A
Student B
Student C
Student D
Student E
Student F

All in capital letters,
bold,
Must be in
alphabetical order

3 single spaces

April 2025

Table of Contents

	Page
Title Page	i
Acknowledgment	ii
Abstract	iii
Table of Contents	iv
List of Tables	
List of Figures	
Chapter	Chapter number should be placed under “p” of the word chapter, bold, but not in capital letters
1 Introduction	
Chapter parts should be indented 5x from the foremost part of the line, using tab space.	Background of the Study 3
	Statement of the Problem 3
	Review of Related Literature 4
	Theoretical Framework 5
	Conceptual Framework 6
2 Methodology	
	Research Design 10
	Research Locale 11
	Research Respondents 11
	Research Instruments 12
	Data Gathering Procedure 13
	Statistical Tools 14
	Ethical Considerations 15

3 Results and Discussion

Level of IV	For Results and Discussions, the parts depend on the research questions.	16
Level of DV		17
Significant Relationship between Variables		18

4 Conclusion and Recommendations

Findings	19
Conclusions	20
Recommendations	21

References

Appendices

A	Permission Letter	For Permission Letter, include 1 copy.	22
B	Survey Questionnaires		23
C	Informed Consent Form	For the ICF, include 3 copies.	27
D	Certification from the Statistician		28
E	Certification from the Grammarian		29

Curriculum Vitae

LIST OF TABLES

TABLE	TITLE	PAGE
1	Title of Table 1	6
2	Title of Table 2	8
3	Title of Table 3	9

Depends on how
many tables are
present in the
RESULTS and
DISCUSSION only.

LIST OF FIGURES

TABLE	TITLE	PAGE
1	Title of Figure 1	10
2	Title of Figure 2	12

Include all figures
present in the entire
paper.

OTHER GUIDELINES:

A. Acknowledgment

B. Abstract

C. Background of the study

The background of the study may be three or four pages. Double spacing is maintained throughout the manuscript.

The following are expected in the BOS:

1st par – contains the problematic situation

2nd par – international RRL that supports the problematic situation

3rd par – national RRL that supports the problematic situation

4th par – local RRL that supports the problematic situation

5th par – urgency and gap of the study

6th par – dissemination plan

D. Statement of the Problem

The preliminary questions should deal on what is the focus of the study.

E. Review of the Related Literature

There should be an introductory paragraph prior to the presentation of the related literature. The sequence of the cited literature is writer based from the sequence of the research questions.

All cited literature should be **10 years** from its publication date. Include only the significant results as regards the focus of the study.

F. Importance of the Study

This provides who would benefit from the results of the study and in what way they could benefit from the results. The narrative is in **paragraph form**.

G. Delimitation and Limitation of the Study

Delimitation contains the scope of your study, what is only included in your study. Limitation contains the perceived weakness of your study, this may be centered on methods issue, locale issues, or participants issues.

H. Research Design

The research design includes the appropriate design to be used in the study. This includes the justification of the design to be used.

In the beginning paragraph, the researcher should already mention what design is going to be used before providing a relevant discussion of its appropriateness.

I. Research Participants

This part of the manuscript details the **participating cases**, and the **inclusion and exclusion criteria**. The researcher discusses the **sampling method** used in selecting the participants.

J. Data Sources

This part of the manuscript describes what are the sources of data to be analyzed. In a multiple case study, the **verbal transcripts of the interview** in the main source of data. The **translation method of the transcript** is also explained in this part.

K. Data Collection

The narrative in this part of the manuscript begins with the following:

- Seeking approval from the Branch Heads to conduct the study by securing a permission letter
- Securing the Informed Consent Letter (ICF) from each participant

All narratives are written in paragraph form.

L. Data Analysis

This part of the manuscript provides a detailed discussion of the thematic analysis used in the said study. The researcher specifies the approach to be used in analyzing the data per phase.

M. Ethical Consideration

This part shall involve:

- Social Value
- Informed Consent
- Vulnerability of the Research Participants
- Risks, Benefits, and Safety
- Privacy and Confidentiality of Information
- Justice
- Transparency
- Adequacy of Facilities
- Community Involvement

N. Results and Discussion

Write a one-sentence introduction after the heading.

This chapter presents the results, analysis, and interpretation of the research findings aligned with the research questions, all of which must be in paragraph form.

Sample:

Level of Technology Acceptance of Senior High School Students

Table 1 presents the data on the respondents' level of technology acceptance. The table presents three technology acceptance indicators with corresponding mean and standard deviation. Results show an overall mean of 4.04, described as high and oftentimes manifested. Such a value implies that students adapt to and effectively use technology. They will likely find it easy to use, valuable, and effective in fulfilling their needs and goals. Additionally, the mean scores per category range from 3.76 to 4.36, implying a prevalent occurrence of technology acceptance among the respondents that oftentimes or always manifests.

Thus, while the respondents' level of technology acceptance does not necessarily require heavy improvement, there are still areas that respondents can ameliorate to refine their technology acceptance.

Also, the standard deviation total is 4.04. the low standard deviation of 0.55 means that the data points are closer to the category suggested, hence consistency. However, a more significant standard deviation (0.73) indicates that data points are far from the mean, implying diverse learning needs with technology acceptance in students. Other students will learn quickly and adeptly, while some need more support and guidance to adjust.

These results run parallel to the contentions of Egerton et al. (2020), who noted in their study that their respondents' technology acceptance is evident in their experiences with digital devices that manifest characteristics of personalization, collaboration, and authenticity. Furthermore, their high level of technology adaptation uncovered other valuable factors, such as supportive pedagogies and motivational strategies. Bervell et al. (2020) also support these contentions by noting that students' experiences with educational technology such as Google Classroom hinge upon their ease of use and usefulness, critical factors in technology acceptance and adoption.

Perceived Usefulness. This category has a mean of 4.36, with a range of mean 4.18-4.62, which is described as very high, which means that students' perceived usefulness is always manifested. This implies that students perceive technology to be useful in their educational efficiency. Within this indicator, item number one, "*Learning technologies are useful for learning endeavor in online class*," had a means score of 4.62, which implies that the respondents generally find various learning technologies such as video meeting apps, LMS, gaming apps, digital whiteboards, and research platforms, to be helpful when they are engaged on online learning. Meanwhile, item number three, "*Using learning technologies increases the effectiveness of performing tasks*," presented a mean score of 4.18, implying that students often consider learning technologies beneficial in increasing their performance during task-taking.

All of these values are high, which aligns with findings from Demuyakor et al. (2022). Who also reported high levels of perceived usefulness in their respondents. Based on the findings for this indicator, students very highly agree that learning technologies benefit their learning endeavors, in online classes, and they also highly agree that using learning technologies increases their effectiveness in performing tasks. These contentions run parallel to the findings of Alfarraj et al. (2018), whose results indicated that the quality of e-learning content and students' confidence in using it had a positive influence and were significantly link to how useful an satisfied the student perceived the e-learning experience to be.

header for the variable/research question

general description and interpretation for the Table per variable

interpretation of the mean must be uniform to what is stated in the methodology

researchers' interpretation of the results

discussion of the results requires the researchers to refer back to their RRL where the study's results either support or refute the claims of these studies stipulated in the RRL

introduction of the indicators

mention the mean and its description

followed by the survey question under that indicator with the HIGHEST MEAN, and its interpretation

end with mentioning the survey question under that indicator with the LOWEST MEAN, and its interpretation

discussion of the results requires the researchers to refer back to their RRL where the study's results either support or refute the claims of these studies stipulated in the RRL

NOTE: Do this to all variables and their respective indicators

The results must also be presented in table format. Insert this table on the next page after the page where the Table # is mentioned. (For example, if the statement “Table 1 presents the data...” is on page 38, Table 1 must be found on page 39.)

If the results and discussion per variable is cut due to the presence of the table on the next page, continue the discussion on the page after the table. (For example, if the statement “Table 1 presents the data...” is on page 38, Table 1 must be found on page 39. Continuation of the discussion from page 38 will resume on page 40.)

At the same time, the table must be seen on **one page** only. **Adjust the font size** (if you must) to accommodate the table on one page. Tables will use **single spacing**. This is only applicable to tables of the respondents’ responses.

Sample: (Please take note of the borders, and boldfaced items in the table)				Indicate Table #
<p style="text-align: center;">Table 1 Level of Technology Acceptance of Senior High School Students <i>--- add 1 space here ---</i></p>				Table name, must be the same as its respective header in the results and discussions
Perceived Usefulness	Mean	SD	Description	<p>survey questions must be rephrased, so that they are understood as reported speech beginning in “-ing” form of the verbs.</p> <p>NOTE: Do this to all tables per variable</p>
1. Learning technologies are useful for learning endeavor in online class.	4.62	0.61	Very high	
2. Utilizing these learning technologies enhances effectiveness in learning.	4.28	0.70	Very high	
3. Using learning technologies increases the effectiveness of performing tasks.	4.18	0.72	High	
Category Mean	4.36	0.55	Very high	
Perceived Ease of Use				
1. Interacting with “virtual class” was clear and understandable.	3.56	0.81	High	
2. Learning to use “learning technologies” was easy for me.	4.02	0.87	High	
3. Using “learning technologies” to complete coursework online was found to be easy.	4.15	0.80	High	
Category Mean	3.91	0.67	High	
Perceived Enjoyment				
1. Finding learning technologies to be interesting.	4.25	0.78	Very high	
2. Having fun using learning technologies.	4.17	0.81	High	
3. Using learning technologies is pleasant.	4.07	0.73	High	
Category Mean	4.17	0.66	High	
Overall Mean	4.04	0.73	High	

The following are samples that may be part of the Results and Discussions, depending on the research questions/statement of the problem:

Sample: Demographic Profile

Table:
Number of rows
and columns
depend on the
research
questions

Table 1
Demographic Profile of the Senior High School Students

--- width size: 4" ---		--- width size: 1.5 ---	
Grade 11	--- left-aligned ---	100	} center-aligned
Grade 12		100	
--- right-aligned ---		Total	
		200	

Sample: Correlation

Table:
4 columns
3 rows

Table 3
Relationship between Variables

--- width size: 3.2" ---		--- 0.8" ---	--- 0.8" ---	--- 0.8" ---
Variables	R	p-value	Remarks	merged, center- aligned per column
Online Learning Engagement	--- left-aligned ---			
Technology Acceptance	.465	.000	Significant	

Sample: Comparative (to follow)

O. Findings

Write a one-sentence introduction after the heading.

Findings include quantitative values citing the overall mean, mean per indicator, descriptions, and interpretations per research question. This is done in a listing (numerical) format.

P. Conclusions

Write a one-sentence introduction after the heading.

These are general statements as answers to each research question. Duplication of statements in the Findings has to be avoided, and must also be stated in a listing (numerical) format.

Q. Recommendations

Write a one-sentence introduction after the heading.

Recommendations are statements of the future directions of the study per problem of the study, and must also be stated in a listing (numerical) format.

R. References

The references section shall follow the APA format for citation. For every source, only the first line is not indented. The rest must be indented for 1/2 inch. Spacing is single space, left-aligned. However, allot one single space before proceeding

to the next source.

S. Appendices

Items included here may be the original or photocopied forms to fit the standard paper size (8.5 x 11", or letter size).

T. Curriculum Vitae

Format is attached in a separate document.