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

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
Acknowle	edgmen	ıt		ii
Abstract				iii
Table of C	Content	s		iv
List of Ta	bles			
List of Fig	gures			
Chapter		er number should be placed under "p" of the wo out not in capital letters	ord chapter,	
1 I	ntrodu	ction		
Chapter		Background of the Study	Danie	3
should be indented 5x from the		Statement of the Problem	Page numbers	3
foremost	•	Review of Related Literature	are placed under the	4
of the line using tab		Theoretical Framework	word "Page"	5
space.		Conceptual Framework		6
2 [Method	ology		
		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	and Discussion		
	Level of IV Level of DV	For Results and Discussions, the parts depend on the research questions. 16		
	•	nship between Variables 18		
4	Conclusion and Recomme	ndations		
	Findings	19		
	Conclusions	20		
	Recommendation	s 21		
Referenc	es			
Appendic	ees			
Α	Permission Letter	For Permission Letter, 22		
В	Survey Questionn			
С	Informed Consent	Form Form Form 27		
D	Certification from	the Statistician 28		

Certification from the Grammarian

29

Curriculum Vitae

E

LIST OF TABLES

TABLE	TITLE		PAGE
1	Title of Table 1	Depends on how many tables are	6
2	Title of Table 2	present in the RESULTS and	8
3	Title of Table 3	DISCUSSION only.	9

LIST OF FIGURES

TABLE	TITLE		PAGE
1	Title of Figure 1	Include all figures present in the entire	10
2	Title of Figure 2	paper.	12

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:

```
1<sup>st</sup> 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, <u>described as high and oftentimes manifested.</u> Such a value implies that students adapt to and effectively use technology. They will likely find it easy to use, <u>valuable</u>, 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

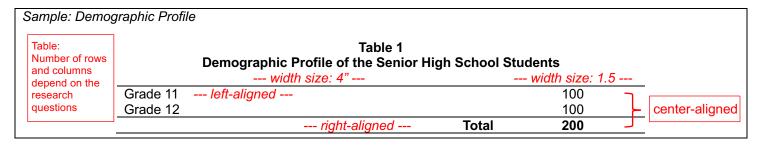
The results must also be presented in table format. Insert this table on the next page after the page where the Table # is mentioned. (For example, if the statement "Table 1 presents the data..." is on page 38, Table 1 must be found on page 39.)

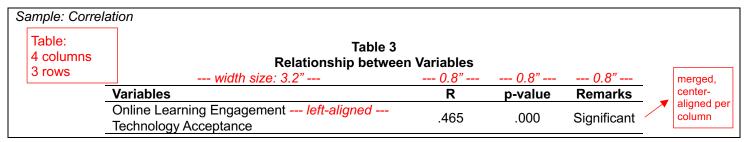
If the results and discussion per variable is cut due to the presence of the table on the next page, continue the discussion on the page after the table. (For example, if the statement "Table 1 presents the data..." is on page 38, Table 1 must be found on page 39. Continuation of the discussion from 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 tabl	le)		Indicate Table #
	Table 1				
	Level of Technology Acceptance of Senior H	igh Schoo	ol Student	ts	Table name, must be the same as its respective
	add 1 space here				header in the results and
Percei	ved Usefulness	Mean	SD	Description	discussions
1.	Learning technologies are useful for learning endeavor in online class.	4.62	0.61	Very high	survey questions must be rephrased, so that
2.	Utilizing these learning technologies enhances	4.28	0.70	Very high	they are understood as reported speech
3.	Using learning technologies increases the	4.18	0.72	High	beginning in "-ing" form of the verbs.
_	effectiveness of performing tasks. Category Mean	4.36	0.55	Very high	NOTE: Do this to all
Percei	ved Ease of Use				tables per variable
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.		4.15	0.80	High	
	Category Mean	3.91	0.67	High	
Percei	ved 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: 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 the original or photocopied forms to fit the standard paper size $(8.5 \times 11^{\circ})$, or letter size).

T. Curriculum Vitae

Format is attached in a separate document.