

## THESIS/DISSERTATION ADVISER'S REVIEW GUIDE FOR QUALITATIVE RESEARCH

Program: \_\_\_\_\_ Subject: \_\_\_\_\_

Name of Adviser: \_\_\_\_\_ Name of Advisee: \_\_\_\_\_

Title of Research: \_\_\_\_\_  
\_\_\_\_\_

Date Received by Adviser: \_\_\_\_\_ Date Acted by Adviser: \_\_\_\_\_

**READ:** This guide together with the thesis/dissertation will be returned to the adviser if found out by the panel that any of the items in column 2 is not complied with.

Item No.	ITEMS FOR REVIEW	(v)Complied(X) Not " (NA)	Page No. If Complied	Signature of Adviser
1	<b>Title page</b> -Title contains the central phenomenon being studied -Title contains the people being studied. Site is optional			
2	<b>Approval Sheet</b> -Four and five panel members for thesis and dissertation respectively			
3	<b>ABSTRACT</b> -Not more than 250 words; not indented; concise single ¶; past tense; one sentence introduction, purpose; informants/participants/materials; method; key findings; implications and contribution; no recommendation; concluding remarks			
	-Keywords not more than 6 items; Starts with the field of the study, variables, concerns, last word is Philippines. Written in italics			

<b>4</b>	<b>TABLE OF CONTENTS/LIST OF TABLES/LIST OF FIGURES (if any)</b> Page nos. match content			
	<b>Chapter 1</b> <b>INTRODUCTION</b>			
<b>5</b>	<b>Rationale</b> -3 to 5 pages only			
	-Clearly state what the problem/issue is in relation to the topic; background as to results and implications of previous works leading to the rationale of the study			
	-Evidence provided that the issue is important			
	-Research problem/issue fit a qualitative approach			
	-Last ¶ - what was done in the present study, urgency, research gap, contribution of the study			
<b>6</b>	<b>Purpose of the Study</b> -Purpose statement indicates central phenomenon of the study			
	-Indicates the people and place where the study will occur			
	-Contains the basic elements in the template of John Creswell re purpose of the study			
<b>7</b>	<b>Research Questions</b> -Central question indicates the central phenomenon, the people and place of study			
	-Subquestion/s narrow the central question to topic area/s			
<b>8</b>	<b>Theoretical Lens</b> -Theory appropriate to the study and traceable in the internet. With sources			
	-Link to the study justified			
	-Add theories once themes have been generated			
	-Each major theme generated should be supported with theory/theories			
<b>9</b>	<b>Significance of the Study</b> -Overall importance of the study -Possible contribution to the field of study - One or two ¶ but not exceeding one page			

10	<b>Definition of Terms</b> -Only the keywords in the title are defined operationally, how they are used in the study			
11	<b>Delimitations and Limitations</b> -Scope of the study clearly discussed			
	-Possible weaknesses of the study laid down, like generalizability issue in qualitative research; data collection, etc.			
12	<b>Organization of the Study</b> -Description of each chapter clearly defined			
	<b>Chapter 2</b> <b>REVIEW OF RELATED LITERATURE</b>			
13	-Literature review of the research problem under study provided			
	-Titles of related articles may be adopted as sidehead as long as other related articles could be integrated to form a comprehensive section			
	-Coherence between & among ¶ by using appropriate transition terms			
	-Sources not earlier than 2005; except for theories and very important authors. 10% from old articles may be allowed			
	-Current style on related literature followed (e.g. resonation, inventory, compare & contrast, etc.)			
	-Paraphrased, not copy pasted			
	- Synthesis as last ¶ of RRL, a general summary (not conclusion) & last sentence is contribution to the study;			
	-Citing family name only of author, year			
	-Every ¶ contains authors.			
	-An inventory of three or more authors, arranged in alphabetical order, of a particular concept present in majority of the pages			
	-At least 15 pages (thesis), 20 (dissertation)			
	<b>Chapter 3</b> <b>METHODOLOGY</b>			

<b>14</b>	Opening ¶ introducing the content of the entire chapter This chapter is sometimes considered as technical review of related literature			
<b>15</b>	<b>Research Design</b> -Appropriate qualitative approach, with author; justification for its use & contextualized to the study (e.g. education, business, etc.)			
	-Detailed description of the chosen qualitative research approach (Phenomenology, Ethnography, Case Study, Grounded Theory, Narrative, Discourse/Content Analysis, etc.). More authors cited, the better			
<b>16</b>	<b>Role of the Researcher</b>			
	-Description of relevant aspect of self, including any biases and philosophical assumptions			
	-Description of expectations and experiences to qualify one's ability to conduct the research			
	-Description of role whether emic or etic. Emic is an insider who is a full participant in activity, program, or phenomenon. Etic is more of an objective viewer.			
	-Description of one's research journal re personal reactions and reflections, and how bracketing takes place			
<b>17</b>	<b>Research Participants/Materials</b> -Description of the participants (for FGD) or informants (In-Depth Interview) or materials (Discourse/Content Analysis) is clear and detailed.			
	-Description of how the participants/informants/materials are chosen. Inclusion and exclusion criteria fully explained.			
	Context/setting of the study adequately described			
<b>18</b>	<b>Data Collection</b> -Description of extensive steps taken to obtain access to people and sites.			
	-The unit of research may be people, events, institutions, conversations, written materials. Whatever is the unit, a detailed explanation is presented; what makes the unit of research unusual or important is fully explained.			
	-Explanation/justification of specific sampling (purposeful, theoretical, quota, snowball, etc.) used in the study			

	-For triangulation; multiple data sources, multiple methods, multiple theories are used			
<b>19</b>	<b>Data Analysis</b> -Detailed description and reference how the analysis is done			
	-Adequate discussion of how themes, concepts and categories are derived from the data.			
<b>20</b>	<b>Trustworthiness</b> -Measures to test the validity of the findings like credibility, conformability, transferability and dependability discussed in detail			
	-Adequate sources to back up the four measures well presented			
<b>21</b>	<b>Ethical Considerations</b>			
	- Confidentiality issue adequately dealt with			
	-Informed consent documentation properly discussed			
	<b>Chapter 4 RESULTS</b>			
<b>22</b>	-Data presented systematically following the sequence of research questions in Chapter 1			
	-Findings presented in themes or categories in table/chart/visuals so that multiple perspectives can be easily seen			
	-Findings realistic and accurate			
	-Selected actual transcripts with English translation presented to support important themes			
	<b>Chapter 5 DISCUSSION</b>			
<b>23</b>	<b>Discussion of Findings</b> -Sequence of interpretations of findings follow the sequence in Chapter 3 supplemented with researcher's perspectives and literature support			
	-Theories for every major themes generated discussed here comprehensively with the findings whether complementary or not			
<b>23</b>	<b>Implications for Practice</b>			

	-Each important findings with corresponding implications			
	-Suggestions maybe made in this section			
	-Literature support is made for every implication			
24	<b>Concluding Remarks</b>			
	-A brief paragraph summarizing the Discussion section			
	-Personal journey/insights of the researcher in connection with the study maybe presented here			
25	<p style="text-align: center;"><b>R E F E R E N C E S</b></p> <p>-APA format -Alphabetical order -All authors cited in the reference, correct spelling, correct year</p>			
26	<p style="text-align: center;"><b>A P P E N D I C E S</b></p> <p>-Page break for every appendix with page # but none for appended documents</p>			
	-Informed Consent			
	-Interview Guide			
	-Interview Guide validation sheets			
	-Certificate of grammarian			
	-Certificate of Debriefers at least 2			
	-Certificate for Member Check			
	-3 Sample letter requests for survey			
	-3 sample certificates of appearance			
	-Other documents deemed important			
	-Curriculum vitae			
27	<p style="text-align: center;"><b>F O R M A T</b></p> <p>- No big vacant space within the chapter</p>			
	-Wiki and blogs not acceptable references, hence not included			
	-No artistic fonts for preliminary pages			
	-No year for cited author			

-No web sites/search engines in the text; only in the reference section.			
-Citing key words of article title if no author and only n.d of retrieval if no date.			
-No contractions (e.g. won't, didn't, etc)			
-Margin: 1.2" left, 1" right, 1.2" top, 1.0" bottom			
-Page # upper right hand			
-Avoid one sentence ¶ and one whole page ¶			
-Numbers below 10 – in words; Numbers 10 & above – in figures			
-Avoid numbered enumeration in literature review. Must be in ¶ form.			
-Tenses: Chapter 1 – present tense Chapter 2 – past tense Chapter 3- past tense Chapter 4 – past tense for researcher's account of the data collected Chapter 5 – present tense but past tense for statements referring to results and literature review.			

**REMARKS:** \_\_\_\_\_  
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**Signature of Adviser** \_\_\_\_\_

**Note:** 1.The ultimate use of this guide is to have a **complete** document before routing the revised thesis/dissertation to the panel for review

2. Another use of this guide is for the adviser to have a thorough evaluation of the paper before outline defense (Items 1-21)  
or final defense (all items)

3. No defense will be allowed unless this guide (accomplished by the adviser) is attached to the thesis/dissertation proposal.