

### **Sample of the Quantitative Research Paper**

In the following pages you will find a sample of the BGS Quantitative Research Paper designed for the ADMN 699 Capstone course, which combines both qualitative and quantitative methodologies, although this is not a mixed methods study. This document presents each chapter, and its sections, discussing what is required in a completed research proposal beginning with the title page and working through each chapter and section of the paper.

Please note that this document is a working draft and each instructor might have his or her own interpretations of what to include, how to order, format, or otherwise accomplish this proposal. If you see errors in this document please bring them to the attention of Dr. Kelley Wood, [woodke@trinitydc.edu](mailto:woodke@trinitydc.edu). Additionally, the examples provided might not be perfect. If you see an error, or question something in the examples make sure you correct it in your own submission.

Full Title of the Paper

Your Full Name (as it appears on your transcript)

Trinity Washington University

I have adhered to the 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

\*Titles of the paper should include the subject of the study, then include a subtitle that indicates the type of method used in the study. For example: Managers and Dysfunctional Work Teams: A Qualitative Exploration of the World of Management.

\*\*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 one 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) covering the specific context of the research topic
- One to two sentence(s) regarding the research problem
- One sentence regarding the research methodology (data collection strategy)
- One sentence regarding the data analysis strategy
- One to two sentences regarding the significant findings (conclusions, recommendations, implications)

*Keywords:* Include topic, major theories and theorists, keywords others might use to find your work, research methods, and data analysis strategy.

\*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 none of the *front matter appears in the table of contents*.

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\*Note: In APA 6<sup>th</sup> formatting the list of tables and the list of figures are on separate pages, however you may place them together on one page if the lists are brief. Tables are always first, and figures are always after.

## **Introduction**

The introduction begins with a preamble section that is not labeled as a subsection. The introduction is both an expansion of your abstract and a more concise summation of the argument in the preamble of the literature review. Move from a brief discussion of the general context of the research problem to a brief discussion of the more specific context of the research problem. You are preparing your audience to understand and accept the statement of the problem. Since it is a summation of other author and theorists work remember to cite heavily at the end of the paragraphs or as needed in the text. 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 DC.

### **Statement of the Problem**

You will provide one concise paragraph discussing your research problem. Be specific in describing this problem. This is a brief restatement of the discussion of the research problem in the preamble of the literature review. 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 paragraph what you will do in the research. This is made relevant and supported by the argument and discussion in the Literature Review. This is a brief statement of how you will investigate the research problem. Most research problems are more complex than can be addressed well in one research project, especially on at this level. The purpose serves to narrow the scope of the research by focusing on a segment of the 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 what the benefit of your potential results and accomplishing your research purpose for the population of your study, the academic community, and practitioners in your field. For example, health professionals, educators, staff members, and concerned citizens will have relevant information and health practitioners might make use of the intervention model developed to curb preteen use of synthetic marijuana.

### **Theoretical Perspective**

A brief discussion of the theory your quantitative research study is investigating, or a brief discussion of the theoretical perspective of your qualitative research. You might have a specific rationalist or modernist theory that describes cause and effect and you would discuss that theory. Or you might perceive this problem to be a result of a social construction in the discourse between parents and children and you would discuss social constructionism, or the conversations in society concerning the benefits of rebellious individualism. So you would discuss the theories of hegemonic language and the process of de-centering the discourse to change the source of power in the discourse. In another example, you might compare the five common health behavioral models to the results of the study and suggest my own intervention model. So you would discuss the overarching theoretical field of behavioral change.



**Research Method**

A concise paragraph describing the research method used to investigate the problem. This can later be expanded into the preamble of your research methods chapter. 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's, *Research in Practice*, can be helpful.

**Assumptions and Limitations**

Most research topics cover areas that are too complex to be addressed in a research study of any scope, especially a graduate research paper. This section is a brief discussion of what your study is and can accomplish, and by extension, what it is not. By naming the nature of your study you will acknowledge the extent of what your research can accomplish. There are research directions and research questions suggested by your research topic but are not addressed in this research study. Discuss a few of these to show that you know where your research fits in its scholarly community and that you know what you can accomplish.

Describe what your research design cannot accomplish due to the scope of the project, limitations of time and resources. However, do not adopt a negative tone; you are simply acknowledging reality, as does every other student in your position. For example, Due to the scope of this research project you are not able to collect data from the entire recommended sample of the population, the study is limited by the number of participants included, and cannot be generalized to the full population. Or that you used a convenience or snowball sample and your responses might be biased.

**Summary**

Then wrap up the chapter with the summarization of the chapter and a transition to the next chapter as described above. Review briefly your research problem, purpose, and research method. Then transitions to the next chapter. Notice that this section started with a secondary level heading. Each section within a chapter uses a second level heading, which appears in the table of contents, indented and below the chapter heading.

### **Literature Review**

The literature review begins with a *Preamble*, which is not indicated with a heading. This is written as an extension from the introduction chapter. In 1-2 paragraphs discuss the general context of the research problem, which might include a brief history. Then, in 1-2 paragraphs of the more specific context of the research problem, which might cover the current or more local situation of the research problem. Then in 1-2 paragraphs discuss the research problem and state your working theory for the research study. Finish by discussing the topics that will be covered in the sections of the chapter. 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 DC. Finally discuss the problem of the lack of information and educational program designed to inform teenagers in DC of the dangers and risks involved in smoking synthetic marijuana. Refer to the examples given in the course.

### **Sections**

One each as determined by the theoretical construct or theoretical framework and as many as necessary to support the academic argument and exhibit inclusion of the scholarly community(ies) and the student's competence and mastery of the subject. Do not forget current, previous research, and alternate research methods used to investigate your research topic. Additionally be certain to include critiques of the works you cover in this chapter. These develop the reader's understanding of the context of the research problem and lead to the discovery of the theoretical construct or theoretical framework, the research problem and the research questions. The literature review shows the unique approach of the study and how it adds to the body of knowledge and informs the scholarly or practitioner communities and includes the theories that will inform the research study

**\*Subject of Case Study**

This is an alternate section that applies only to case study research. Students pursuing a case study will present this additional section providing the background of the subject of their case study. This section will be titled for the case under 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 conducting a study comparing multiple cases you will present a section for each case subject. The subject might be an organization, an agency, or a team; a nonprofit, or a corporation. Give a brief history, background, and purpose.

**Review of Related Research**

Review the research others have conducted and the methods they have used to explore research problems similar to your study. This places your research in the scholarly community and shows how you might add to the body of knowledge. Discuss their intent, their methods, what they found, and how they inform your perspective and your research project. This is similar to an annotated bibliography and should include four to six studies.

**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. Think of it as 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. Begin 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 (measurable) 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 (measurable) 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....

**Moderating variables (MV).** Discuss these as a group in one paragraph ensuring that you list them.

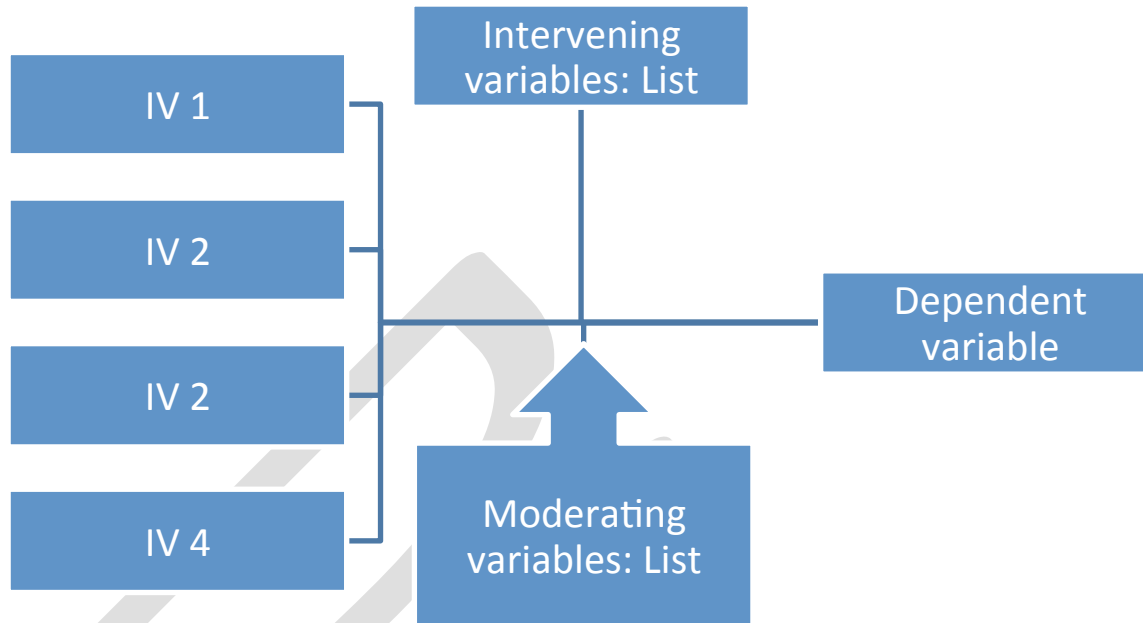


Figure 1. The model of the quantitative theoretical framework

For example:

#### Example – Quantitative Theoretical Framework

**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. According to Duffy, Wake, Burrows and Bremner (2008), “crime has been a major focus for the government over the past decade, with a raft of new legislation since 1997” (Duffy, Wake, Burrows, & Bremner, 2008, p. 17). Moreover, public perception of crime seems to overshadow the actuality of crime. Researches have noted that “the public still thinks that crime rates are soaring and the personal safety has declined” (Duffy, Wake, Burrows, & Bremner, 2008, p. 17). Crime as a political tool utilized by public administrators is not a new phenomenon. Mayor Vincent C. Gray has outlined his agenda with respect to crime to ensure safer streets (Gray, 2013).

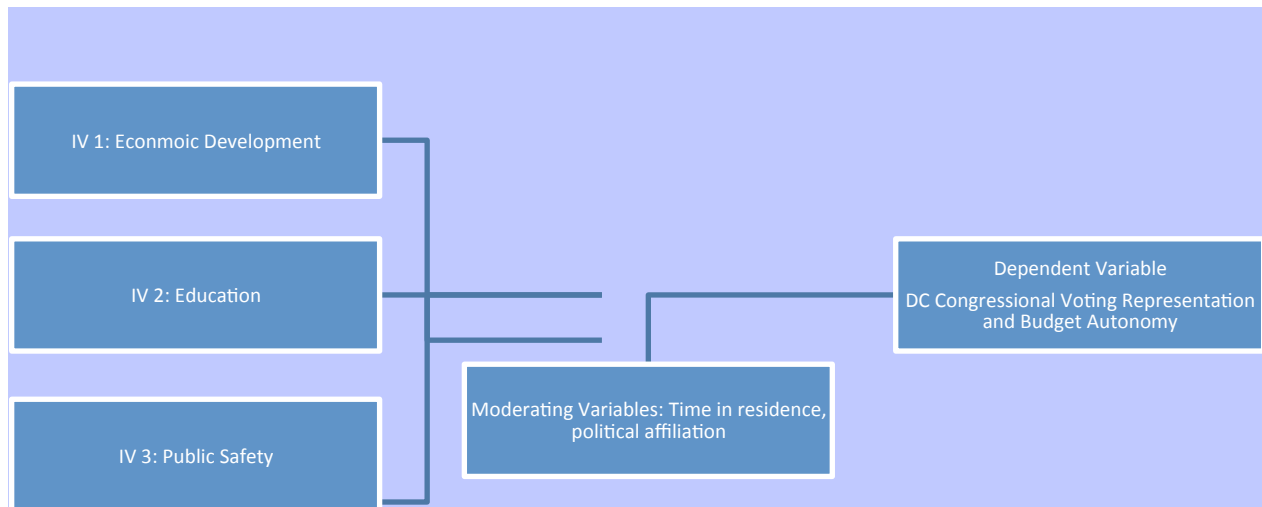
Another critical component of defining crime with respect to community engagement is the effect of crime on a populace. This affect results in social organization of a community. Hartnnagel (1979) as-

serts that “Durkeims’s argument that crime increases solidarity by binding people together in opposition to the law violator” (Hartnagel, 1979, p. 177) is a primary factor within the relationship between community solidarity and crime. This relationship is similar to the dynamics surrounding the negative relationship of African American political cynicism and voting behavior in which communities unite around a critical issue, crime, and inversely exhibit a coalescing affect that yields a socially rewarding behavior.

**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.

Thomas, W. C. ( 2013). D.C. Voting rights and budget autonomy: the impact of denied voting rights and budget autonomy on the residents of the nation's capital, Trinity Washington University, Washington, DC.

## Summary

And of course, end your chapter with a brief discussion of what you have covered in this chapter and transition to the next chapter. Discuss the research problem, working theory, and some of the topics or literature reviewed. Then, transition to the next chapter.



### **Research Methodology**

The research methodology section describes the worldview or philosophy, the underpinning practices and procedures for conducting and replicating your research, and the type or research study this is (observation, field, natural, or quasi- experiment). It also informs scholars and practitioners regarding the rigor and the appropriateness of your methodology in relation to the scholarly community in which the research belongs. Some research methodologies are rigid in their expectations and do not allow for variance, while others allow for variation in the form of the research design, which can make each research project unique. This is acceptable as long as the research design is approved by your faculty and can be replicated. Please do not over invest your time until your instructor has approved your research methodology. 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. Also Schensul, Schensul, and LeCompte's *Essential Ethnographic Methods* has great tips for first time researchers in developing directed (closed-ended) questionnaires and in conducting and administering survey instruments. Additionally, language from Remler and Van Ryzin's *Research Methods* can be helpful.

Begin the chapter with a preamble (a discussion of what will be covered or accomplished in this chapter and is presented without a subsection heading). Here you might address the worldview or philosophy that guides your research and provide a general discussion of your methodology. Your research methodology is essentially concerned with your strategy for collecting data and informing your readers of how you will ensure the replicability and rigor of your strategy. Your research design might vary depending on whether or not you intend to introduce an intervention and measure its results. Intervention research studies would then

include both the plan for the intervention and the instrument you will use to measure the effects of the intervention. Research studies that plan to measure and explain an existing phenomenon without an intervention would include the data collection instrument. Think of this as the warm up for the full discussion of your data collection strategy in the sections below.

### **\*\*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*.

### **Research Questions**

Discuss how your research questions are developed from the working theory of your study. Then 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 were later made explicit in the argument of the Literature Review. For example,

**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.

Thomas, W. C. (2013). D.C. Voting Rights and Budget Autonomy: The Impact of Denied Voting Rights and Budget Autonomy on the Residents of the Nation's Capital, Trinity Washington University, Washington, DC.

**\*Please note** that it is important to distinguish and understand that 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. In a human intervention study, after the *Research Questions* you would begin with the sections: *Setting*, and *Population*. Studies using a combined qualitative strategy would present *Setting*, *Population*, and *Data Sources*. Studies using only secondary data would start with *Data Source(es)* 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.

## Setting

For studies involving human participants discuss where you will find your potential research participants. For example if you are conducting an observation in the courtyard of the Reagan building you would describe that location and environment in detail, and why it is appropriate to finding the population.. If you are recruiting from a specific government agency you would describe it briefly and then give detail about why it is an appropriate setting for recruiting your population. It is important to note that most organizations and agencies view recruiting for research studies much as they would soliciting, and recruiting is covered by the same policies and practices as soliciting. This includes their resources, such as email, and grounds or campus. Please gain written organizational permission, or inquire about how far from their entrances or grounds you need to be to avoid difficulty, especially if the specified organization or agency is your employer.

## Population

For studies involving human participants calculate and then discuss 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,

### 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, since this sample is too large to effectively survey a standard population of 20,000 was used. The sample size is 369 participants with a 5.0% *margin of error*, a 95% *confidence interval*, and a 40% *response rate* (RAOsoft, Inc. n.d.). 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.

Thomas, W. C. (2013). D.C. Voting Rights and Budget Autonomy: The Impact of Denied Voting Rights and Budget Autonomy on the Residents of the Nation's Capital, Trinity Washington University, Washington, DC.

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

In some studies, you might combine qualitative strategies and use both interviews and documents from an organization or agency. If you are using any form of secondary data, which might include documents or other non-human intervention methods you would discuss where and how 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 databases 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.

### **Ethical Considerations**

There are always ethical considerations to a greater or lesser degree depending on whether or not you are using human subjects and the level of invasiveness your intervention or data collection instrument. Think them through carefully. Look at other similar studies for

suggestions. Be sure to discuss what is required of the participant, what their rights are, what risks the participant might encounter, and what benefits the participant might accrue. You might use the NIH certification training and the standard informed consent document as guides. It is important to paraphrase from these resources in your own voice to show that you understand your responsibility in conducting ethical research. Please note also whether or not your study is approved by the BGS IRB Committee. Your readers need to know you understand your responsibilities, that you will communicate appropriately with the participants, and that your research is aligned with the BGS and Trinity IRB policies. Use the language in Creswell's *Research Design*, Merriam's *Qualitative Research*, and Remler and Van Ryzin's *Research Methods in Practice*.

### **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. Also Schensul and LeCompte's *Essential Ethnographic Methods* has great tips for first time researchers in developing directed (closed-ended) questionnaires and in conducting and

administering survey instruments. Additionally, language from Remler and Van Ryzin, *Research in Practice*, can be helpful.

**Tests 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 ( $p \leq 0.05$ ) and association (Pearson's  $r = -1.0, 1.0$ ) 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 with the appropriate t- test (one sample t- test, paired (two) sample t- test, independent, t- test), and tests for prediction (ANOVA, or multiple regression).

Any of these statistical tests 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,

### 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)

Please use these tables as reference materials. However you should narrate their use and the values rather than pasting the table in your document.

Table 1. *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 2. *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 3. *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 4. *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 5. *Equivalentents 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 the development of your intervention and your data collection instruments: how they were derived from the working theory, why the types of questions were used, discuss the types of responses expected, and provide examples. For example, you might give a pre- and post-test to cause 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.** This section is only included if you are interacting with your participants beyond an interview. For example you might interview participants, then ask them to attend a seminar or workshop, and later interview them again. The seminar or workshop would be considered an intervention, much like a quasi-experiment.

In this section 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) in your appendices. 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, citing and referencing your sources. Then discuss where, when, and how you will administer the intervention. Discuss where the interaction with your subjects will take place, and why it is appropriate.

### **Survey Questionnaire**

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.) discusses direct questions, what a researcher expects for responses, and why we choose them. Also, you might refer to Schensul and LeCompte's *Essential Ethnographic Methods* for a discussion of developing a survey instrument and administering it to your participants. Additionally, language from Remler and Van Ryzin, *Research in Practice*, can be helpful.

**Example**

The consent form and survey will be conducted online in Google Drive after the participant is directed from either Facebook or Craigslist. The survey was created using the forms function in Google docs and a hyperlink to the survey was generated for participants who have given consent to follow to the survey. The logic behind the determination of the specific questions is to seek understanding of what attracts multigenerational cohorts and what keeps them from exiting out of an organization. The questions might also indicate what different cohorts for common or contrasting expectations for a job and whether being a part of a different generation has some point of impact due to the different ages of the cohorts. The survey consists of a combination of nominal, interval/ratio, and ordinal levels of measurement questions. There are three demographic questions. The survey consists of 22 questions. Below are examples of each survey question type.

**Demographic questions:**

- 1.) What is the name of your organization?
- 2.) Is this a nonprofit (501c)? Organization?
- 3.) Do you identify yourself as Male or Female?
- 4.) Circle which generation you were born in  
Gen X (1960 – 1970)    Gen Y (1980's – 2000's)

**Categorical Questions**

Is the mission of your organization important?

Yes or No

Is a nonprofit career more meaningful to you than a career with comparable compensation & benefits?

Yes or No

**Multiple choice questions:**

In what way do you learn of new positions?

Newspapers b. Online search engines c. Craig's list d. Friends & colleagues e. Other

How do you compare your career for their fit with your goals?

a. Lifestyle fit b. compensation & benefits c. Closeness to your home/ ease of commute

**Likert-scaled questions:**

How important does available health insurance encourage your employment decision:

Response: 1- Very important to 5- Very unimportant

When looking to join an organization, I am concerned with the available retirement plan options:

Response: 1- Strongly agree to 5- Strongly disagree

Jenkins, T. (2014). *Organization recruitment and retention strategies for multi-generations: An analytical approach to Generation X and Y employees*. Trinity Washington University, Washington, DC.

**Summary**

As always summarize the chapter to remind your audience of what was covered and to reinforce it on their memory. Discuss your setting and population (or data source), research design, and your data analysis strategy. Then, transition to the next chapter.

## Results

As in the previous chapters the findings begins with a *Preamble*, a paragraph describing what will be covered or accomplished in this chapter. This might begin with a brief narrative of how you will conduct your data analysis and coding, a concise version of the strategy and measurement section, from the Research Methods chapter, minus the measurements. In the findings chapter the researcher will describe and define (analyze) the data collected, and only the data collected without assigning importance, value, or meaning. This shows that the researcher understands what has been collected and remains neutral and unbiased in confronting the phenomena of the data. Ascribing importance, value, or meaning is the task of the final chapter, *Discussion*. Quantitative researchers might begin by relating briefly some of the interesting results from the statistical analysis. Then all research studies would review the data in relation to the following headings:

### Sample

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. So you can use 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 6. *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 Analysis and Coding

A quantitative methods data analysis contains the tests of your theoretical model (framework) and the variables in that model. More specifically you will want to show the strengths of association (covariation) between the dependent and sets of independent variables, and then you might seek to test the null and the alternate (research) hypothesis. In some cases you might show and discuss multiple regression (a further test of association), or ANOVA (a test of prediction). The presentation of these tests and results should mirror those you discussed in the Research Methods chapter. This analysis would discuss results of the tests and display results in tables using the APA 6<sup>th</sup> manual to determine formatting. Present each statistical analysis (or test) as a third level heading followed by an analysis in a narrative discussion of the results expressed in table, and then provide the table (properly captioned). The data analysis strategy might contain the following sections:

**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 extracur-

ricular 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		Total	
		ECA or OCA? (Volunteer)			
		Yes	No		
My grades in high school and college matter for my future.	Strongly Agree	Count	16	21	37
		Expected Count	13.5	23.5	37.0
		Residual	2.5	-2.5	
	Somewhat Agree	Count	0	2	2
		Expected Count	.7	1.3	2.0
		Residual	-.7	.7	
	Agree	Count	0	4	4
		Expected Count	1.5	2.5	4.0
		Residual	-1.5	1.5	
	Somewhat Disagree	Count	0	1	1
		Expected Count	.4	.6	1.0
		Residual	-.4	.4	
Total	Count	16	28	44	
	Expected Count	16.0	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	t	Sig.
	B	Std. Error	Beta		
(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	30				
	38.710	0			

**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	Asymp. Sig. (2-sided)
Pearson Chi-Square	.881 <sup>a</sup>	.118
Likelihood Ratio	.011	.111
N of Valid Cases	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.

### Summary

As always summarize the chapter to remind your audience of what was covered and to reinforce it on their memory. Discuss the levels of your analysis (tests conducted) of the data collected. Discuss items that are notable. Then transition to your next chapter.

## Discussion

As in the previous chapters the discussion begins with a *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, Results, 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 Results. 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 Questions

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. For example,

**RQ 1:** restate the research question.

Then start a new paragraph below it for the discussion of that research question which would include findings significant to the questions and what it means to the research.

**H1:** restate the hypothesis.

Then start a new paragraph below it for the discussion of that hypothesis which would 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.

**RQ 2:** and so on

**H2:** 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 and Implications**

Earlier in the introduction, you determined delimitations (areas of research suggested by your topic but not addressed in this research study) and your limitations (items that could not be accomplished due to constraints in your population, time, or resources). When you compare these to what you have discovered through your data collection, data analysis, and discussion you will very likely see that your study reveals recommendations you might make regarding the theory guiding this study, future research, or the field of practice (i.e., hiring practices, leadership development, educating youth regarding risky behaviors and HIV infection). These recommendations or your data analysis might imply effects of implementing your recommendations, which leads to implications. Also, 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.

For example if your research were to indicate the adoption of a model for measuring and evaluating effective border security you would make that recommendation. However, implementing this model might have implications, such as the need to develop and implement a process for quickly returning those who illegally cross the U.S. border to prevent their detention in tent city prison camps, and a procedure for quickly moving dangerous criminals to proper prisons. The adoption of your recommendations might alter the amount of aid states receive in processing illegal border crossers, which might have implications for staffing programs and aid funded through these monies.

## **Summary**

Unlike the previous chapters the summary in the discussion chapter is a much more robust and detailed section. 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.

Think of the final summary as an extension of your abstract, but with more detail and in a much more narrative style. This is a great opportunity to show how well you understand your project and to assist others in doing the same. Often in reading a research study for content, professionals and scholars read the abstract, this summary, and then decide if your study is of interest, or of use to them. Make your study more relevant and likely to be used by others.

## References

The references section is written 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.

## Appendices

For one appendix, please label as a chapter with a first level heading *Appendix*. Then title the document with a subsection heading. For multiple appendices please label as a chapter with a first level heading *Appendices*. Then label each appended document with a first level heading, *Appendix A* with the title of the document as a subsection heading, *Appendix B* subsection heading, and so on with a page break between each Appended document.

*Sample of a single appendix:*

### Appendix

#### Document Title

Then place the document below.

Sample of a multiple appendices:

*Sample of an appendix with multiple sections*

## Appendices

### Appendix A: Document Title

Then place the document below.

Add a page break.

### Appendix B: Document Title

Then place the document below.

Add a page break.

And so on.



**Appendix A: Recruitment Materials: English**

October ..... 2013

Dear Parents/ Guardians:

My name is \_\_\_\_\_ and I am a graduate student at Trinity Washington University. I am studying Health Administration with a focus on Public and Community Health Management.

I am sending this letter to explain why I would like you to participate in my research study. While many parents have a great deal of influence over how their children diet and exercise while young; this study will provide you with health and dietary information to benefit you and your family's lifestyle. I am studying whether parental health education can help increase health understanding, behaviors, attitudes and beliefs about childhood obesity. The research study will only include parents of children in grades Pre-kindergarten and Kindergarten.

With your permission; I will ask you to complete a 25 question survey, next I will provide you with daily useful health educational materials about improving your child's health and physical activity, to reduce childhood obesity and finally I will ask you to re-take the initial survey for understanding. The survey would take about 20 minutes. The survey and all health information will be provided in English and Spanish.

Your participation in this study is completely voluntary and is not associated with Raymond Elementary School or the District of Columbia Public School System and will not affect you or your rights in any way. You may quit this study at any time, by simply writing on the survey "I want to stop" or "I do not wish to participate." The study will be conducted beginning the week of October ..., 2013 through October ....., 2013. The first survey will be provided to you during the drop off / pick up times and again during the Parent Wellness meeting.

There are minimal risks involved; this study will be used for education purposes only, as I seek to gain better understanding of parental health education and how health promotions can benefit schools.

To protect your confidentiality, your name will not appear on the survey, I will only use data and results from the survey, without including your name. This survey will not be shared with anyone other than myself, Ariana Lee-Kane (student researcher) and my Professor Dr. \_\_\_\_\_, at Trinity Washington University. If you have any questions or if you would like to receive a final copy of this research study after completion, please feel free to contact me at (202) 884-9620.

This letter will serve as a consent form for your participation and will be kept in my personal locked file for a minimal of three years after completion of the study. If you have any questions about this research, please call Dr. \_\_\_\_\_, my research supervisor for this project or the School of Business and Graduate Studies at Trinity Washington University at (202) 884-9000.

Please return this form to Ms. Student directly by October ....., 2013.

Sincerely  
An Eager Student



**Appendix B: Recruitment Materials: Español**

Octubre ..... 2013

Queridos Guardas de Padres/:

Me llamo el \_\_\_\_\_ y yo somos un estudiante de graduado en la Trinidad Universidad de Washington. Estudio la Administración de Salud con un foco en la Dirección de Salud de Comunidad y Público.

Envío esta carta para explicar por qué me gustaría usted participar en mi estudio de investigación. Mientras muchos padres tienen mucha influencia como su dieta de niños y ejercicio mientras joven; este estudio le proveerá de salud e información alimenticia para beneficiar usted y el estilo de vida de su familia. Estudio si la educación sanitaria paternal puede ayudar a aumentar entendimiento de salud, comportamientos, actitudes y creencia con la obesidad de infancia. El estudio de investigación sólo incluirá a padres de niños en Prejardín de infancia de grados y Jardín de infancia.

Con su permiso; le pediré completar una 25 revisión preguntada, después le proveeré de la salud útil diaria materiales educativos sobre el mejoramiento de salud de su niño y actividad física, reducir la obesidad de infancia y finalmente le pediré volver a tomar la revisión inicial para el entendimiento. La revisión tomaría aproximadamente 20 minutos. La revisión y toda la información de salud serán proporcionadas en inglés y español.

Su participación en este estudio es completamente voluntaria y no tiene que ver con Raymond Elementary School o el Público de District of Columbia el Sistema Escolar y no afectará usted o sus derechos de ningún modo. Usted puede dejar este estudio en cualquier momento, por simplemente escribiendo en la revisión “quiero pararme” “o no deseo participar.” El estudio será conducido comenzando la semana de octubre ..., 2013 en octubre., 2013. La primera revisión le será proporcionada durante la gota lejos / recogen tiempos y otra vez durante la reunión de Salud Paternal.

Hay riesgos mínimos implicados; este estudio será usado para la educación intentan sólo, cuando procuro adelantar mejor entienden de la educación sanitaria paternal y como las promociones de salud pueden beneficiar escuelas.

Para proteger su confidencialidad, su nombre no aparecerá en la revisión, voy a datos sólo usados y resultados de la revisión, sin la inclusión de su nombre. Esta revisión no será compartida con nadie además de mí, Sotavento-\_\_\_\_\_ (investigador de estudiante) y mi Madera de Profesor doctor \_\_\_\_\_, en la Trinidad Universidad de Washington. Si usted tiene alguna pregunta o si le gustara recibir una copia final de este estudio de investigación después de la finalización, por favor siéntase libre de ponerse en contacto conmigo en (202) 884-9620.

Esta carta servirá como una forma de consentimiento para su participación y será guardada en el archivo cerrado con llave de mi personal durante un mínimo de tres años después de la finalización del

estudio. Si usted tiene alguna pregunta sobre esta investigación, por favor llame doctor \_\_\_\_\_, el profesor de este proyecto o la Escuela de Estudios Profesionales en la Trinidad Universidad de Washington en (202) 884-9620.

Por favor devuelva esta forma a \_\_\_\_\_ directamente hacia octubre., 2013.

Sinceramente,

An Eager Student

**Appendix C: Informed Consent Form**Title of the Research Study

My name is \_\_\_\_\_ and I would like to invite you to participate in a research study examining \_\_\_\_\_, which will add to the knowledge related to \_\_\_\_\_. The data collected in this study will help fulfill the requirements for a Master of Science in Administration in \_\_\_\_\_ at Trinity Washington University. I am under the supervision of my faculty advisor Dr. \_\_\_\_\_.

**Participation Requires of You:** To (describe what the participant will be expected to do, i.e. to be interviewed, to complete the survey, etcetera).

**Your Privacy:** Your participation in this study and your responses will be kept confidential. Any reference to you will be by pseudonym, including any direct quotes from your responses. This document and any notes or recordings that might personally identify you as a participant in this study will be kept in a locked place that only the researcher will have access to. Only the researcher and the research supervisor might know who has participated in this study. Three years after the completion of this research study all personally identifying information will be destroyed.

**Risks to you:** There are five acknowledged risks generally associated with participation in research studies such as this one: Physical, psychological, social, economic, and legal. The researcher foresees minimal risk for those who choose to participate in this study. There is no planned use of deception involved in this study. There are no foreseen physical risks associated with this study; other risks might include the following:

You might experience anxiety, discomfort, or negative emotions as a result of responding to the questions asked of them in this research study. If you experience a negative reaction, you may choose to skip the question, to withdraw from the study, or you may contact my faculty advisor or the SPS Institutional Review Board, especially if your discomfort continues after the study. See the contact information on the page below.

You might experience social, economic, or legal implications if you share your responses or your participation in this study with others. If you choose to participate in this study, you are encouraged to keep your participation in this study and your responses confidential. The researcher will maintain your confidentiality throughout the study, and will destroy the records of your participation three years after the study is complete.

**Benefits to You:** There are not foreseen direct benefits to you regarding participation in this study beyond the general knowledge that you are assisting in furthering the knowledge related to this research topic, and assisting the researcher in completing the degree requirements. There is no compensation associated with participation in this study.

**Informed Consent Form**, continued:Title of the Research Study

I acknowledge that the researcher has explained my rights, the requirements of this study, and the potential risks involved in participating in this study. I understand there is no compensation for, or direct benefit of participating in this study. By signing below and providing my contact information I am indicating that I consent to participate in this study, that I am at least 18 years of age, and I am eligible to participate in this study.

I may withdraw from this study at any time by notifying the researcher by email. If I have any concerns regarding my participation in this research study I may contact the research supervisor, Dr. \_\_\_\_\_, or the BGS Institutional Review Board (IRB), which oversees the ethical practice of research involving human participants conducted by students of the Trinity Washington University School of Business and Graduate Studies.

Signing this document acknowledges that I understand my rights as a participant, which have been explained to me prior to signing this document. I may ask for, and keep, a copy of this document for my own records.

Signed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Phone Number, Email Address, or Postal Address: \_\_\_\_\_

Thank you for your participation,

Student's name

MSA in \_\_\_\_\_

Trinity Washington University

Email Address: @students.trinitydc.edu

Research Supervisor: Dr. \_\_\_\_\_

MSA Program

Trinity Washington University

(202) 884-9620, or

\_\_\_\_\_@trinitydc.edu

BGS Institutional Review Board Committee

(202) 884-9620, or

[BGS@trinitydc.edu](mailto:BGS@trinitydc.edu) with BGS IRB in the subject line.

## Appendix D: Survey Questionnaire

Insert an MS Word friendly version of your survey or questionnaire here. This should be all the questions included and the text should be exact as it was reviewed and approved by the IRB committee.

\*Note that if you copy directly from Google Forms or Survey Monkey you will bring many macros and other security issues with the text and then you will cause security issues in working with your document for the Trinity BGS Faculty. This survey needs only the text and images necessary for the faculty and the BGS IRB committee to review, it does not need to be exact in format and font. It might work best to copy your instrument into a separate word document. Then save it as an RTF or Formatted Text. Use the contents of that document to paste into your appendix.

### Survey Questionnaire Example

#### DRIVERS OF GOSSIP QUESTIONNAIRE

Please answer the following questions truthfully, naturally and freely. Your responses will be kept confidential and only my supervisor and I might know who potential participants are. You will have up to 30 minutes to complete the questionnaire. You may withdraw from the study at any time for any reason. If you withdraw while taking the questionnaire your consent form and responses will be removed and destroyed. However, once data is compiled for analysis the responses cannot be removed from the data. If you have any questions while taking the questionnaire you can ask the researcher. If you are taking the online version you may contact the researcher directly at [\\_\\_\\_\\_\\_@students.trinitydc.com](mailto:_____@students.trinitydc.com), or (202) 555-5555.

#### Demographics

1. What is your age group?

- a. 18-29      b. 30-40      c. 41-50      d. 50 and up

2. What is your gender?

- a. Male      b. Female

3. What is your nurse classification?

- a. Registered Nurse      b. Licensed Practical Nurse      c. Certified Nurse Practitioner

4. What is your ethnicity?

- a. White  
b. Black or African American  
c. American Indian/Alaskan Native

- d. Asian
- e. Native Hawaiian or Other Pacific Islander.
- f. Two or More Races

**Moderating Variables** (Indicator of workplace context) Recommendation – further explore workplace context –atmosphere, relationships

Likert-scaled questions

- 5. If the gossip I hear is from a credible source, then I will engage in workplace gossip
  - 6. If gossip is work related, then I will engage in workplace gossip
  - 7. If my department does not have a policy against workplace gossip, then I will gossip
- Rank the following in order of importance for you in the workplace, from 1 to 5.

- \_\_\_ Entertainment and humor
- \_\_\_ Obtaining information and sharing knowledge
- \_\_\_ Control and influence over others
- \_\_\_ Building and maintaining relationships
- \_\_\_ Comparing your actions to the actions of others

### **Entertainment**

Likert-scaled questions

- 1. If entertaining myself at work is important, then I will gossip
- 2. If I am bored and need relief from monotonous work, then I will gossip
- 3. If I want to have fun at work, then I will gossip
- 4. When I spread gossip, I get excited
- 5. I gossip for relief from work the most when: (Choose one)
  - a. I am bored
  - b. there is down time at work
  - c. the work is not exciting

### **Information**

Likert-scaled questions

- 1. If obtaining information at work is important, then I will gossip
- 2. When I want to learn new things about the people I work with, then I will gossip
- 3. When I need to understand my work environment, then I will gossip
- 4. To assess my co-workers' reputation, I will gossip
- 5. Rank the things you learn from gossiping, from 1 to 3.
  - \_\_\_ Policy/Procedure
  - \_\_\_ Values of your work environment



\_\_\_Reputation of other co-workers

**Friendship**

Likert-scaled questions

1. If creating and maintaining social bonds at work is important, then I will gossip
2. If I have close acquaintances, then I will gossip
3. Talking about others with close co-workers is an important aspect of my work relationship with my co-workers
4. If co-workers are outside of my circle, then I will not gossip
5. An alliance forms when another co-worker and I gossip about a third party
6. I think gossip builds friendships to: (Choose one)
  - a. understand the personality of others
  - b. increase communication
  - c. reduce conflict
  - d. find common interest group to share your own thinking

**Influence**

Likert-scaled questions

1. If controlling and having influence over others at work is important to me, then I will gossip
2. If I want an edge over the competition at work, then I will gossip
3. If I want to control how other co-workers are perceived through the information I know about them, then I will gossip
4. If I have a conflict with a co-worker I will gossip about him or her to others
5. I gossip about co-workers when they violate social norms of the workplace
6. I gossip about others who violate social norms such as:
  - a. slacking off
  - b. cheating
  - c. falsely taking credit of others' work

**Social Comparison**

Likert-scaled questions

1. If comparing my actions to the actions of others at work is important, then I will gossip
2. If co-workers are most like me, then I will gossip about them
3. If I want to evaluate the actions of others, then I will gossip about them
4. If I want to evaluate my skills as a nurse, then I will gossip about the skills of other nurses
5. If I gossip to compare myself, then it is ultimately for:
  - a. self-improvement

b. self-evaluation

c. establishing my identity as a nurse

\*\* Nine unrelated non-gossip questions will be used on the questionnaire as a manipulation check

#### GENERAL WORKPLACE RELATIONSHIPS

1. When I am happy I engage in more work activities
2. When work tasks are boring I look for non-work related tasks to engage in
3. I adhere to official rules and policy when I receive them from my supervisor
4. I trust coworkers who sit close in proximity to me
5. I consider my workplace a safe place to work
6. I value the relationships I have with my co-workers
7. I consider my coworkers an extended family
8. When I am at work I wish I were home with my family
9. I enjoy spending time with my coworkers outside of the workplace

Bryan, P. (2013). Influential Drivers of Workplace Gossip among Nurses in Primary Care Settings in Washington, D.C. Trinity Washington University, Washington, DC