

EdS Quantitative Research

Information below is suggested content; seek guidance from committee chair and instructors about content for all sections of the EdS Proposal and Report.

Topic Selection

Determining a research topic may not be easy if you are not accustomed to conducting research. Below are some suggestions to help you identify a topic.

- Pick something of interest and you are passionate about - NO!
- Instead, pick a topic that is convenient and easy (if it is of interest, great!)
 - Use existing resources (e.g., your class, school-wide data, colleagues)
 - New policy or instructional strategy? Compare it to old
 - Replicate complete or part of published study

Example: Cyber-bullying and Academic Outcomes

Maybe you heard about students being exposed to cyber-bullying, and wondered if it affects students' academic performance in school.

Google Search: "cyberbullying academic achievement"

The screenshot shows a Google search interface with the following elements:

- Search filters: All (selected), News, Images, Videos, Shopping, More, Settings, Tools.
- Results summary: About 258,000 results (0.62 seconds).
- Search results:
 - Scholarly articles for cyberbullying academic achievement**
 - New bottle but old wine: A research of **cyberbullying** in ... - Li - Cited by 940
 - Cyberbullying, school bullying, and psychological ...** - Schneider - Cited by 466
 - ... , physical, and **academic** correlates of **cyberbullying** ... - Kowalski - Cited by 313
 - Cyberbullying | Cyberbullying and Academic Impact | Education News**
 - www.educationviews.org/cyberbullying-academic-impact/
 - Nov 4, 2013 - Just as classic bullying, **cyberbullying** adversely affects the **academic performance** of **cyberbullied** children. Children who experience classic ...
 - You've visited this page 2 times. Last visit: 4/30/17
 - Bullying linked to lower school achievement - The Washington Post**
 - https://www.washingtonpost.com/...school-achievement/.../glQArmQw4J_story.html
 - Sep 5, 2011 - High school campuses in Virginia with more reported bullying had lower ... torment: It is linked to lower **academic achievement** across the school. ... at Eau Claire and co-director of the **Cyberbullying** Research Center, said the ...


Looks like cyberbullying does correlate with academic performance.


What about academic self-efficacy and cyber-bullying, are these related?


Google Search: “+cyberbullying academic self-efficacy ”


All Images News Videos Maps More Settings Tools

About 125 results (0.66 seconds)

Scholarly articles for +cyberbullying academic self efficacy 
... depression, and computer **self-efficacy** as predictors of ... - Ceyhan - Cited by 189
... and validity of **self-efficacy** for learning form (**SELF**) ... - Zimmerman - Cited by 94
... association with Machiavellianism and **self-efficacy** in ... - Andreou - Cited by 141

Current perspectives: the impact of cyberbullying on adolescent health 
<https://www.ncbi.nlm.nih.gov> > NCBI > Literature > PubMed Central (PMC)
by CL Nixon - 2014 - Cited by 49 - Related articles
Aug 1, 2014 - Specifically, developmental decreases in **self-esteem** and increases in Psychological, physical, and **academic** correlates of **cyberbullying** ...

Psychological, Physical, and Academic Correlates of Cyberbullying ... 
www.sciencedirect.com/science/article/pii/S1054139X12004132 ▼
by RM Kowalski - 2013 - Cited by 311 - Related articles
Jun 19, 2013 - Also included were measures of anxiety, depression, **self-esteem**, physical well-being, school attendance, and **academic** performance.

[PDF] The Coping with Cyberbullying Questionnaire - MDPI 
www.mdpi.com/2075-4698/5/2/515/pdf ▼
by F Sticca - 2015 - Cited by 1 - Related articles
May 28, 2015 - Keywords: **cyberbullying**; cyber victimization; coping; reliability; validity. 1. ... levels of **self-esteem** [3,7,8], emotional distress, anger and sadness [5,9,10], ... **academic** problems and school absenteeism [8,12], suspensions from ...

From the search it is not clear there are studies linking cyber-bullying to academic self-efficacy, so lets do a study of cyber-bullying, academic performance, and academic efficacy.

Literature Review

Three variables of interest:

- (a) Cyber-bullying
- (b) Academic Performance
- (c) Academic Self-efficacy

Section A: Cyber-bullying - What is it and what does it do?

Find literature that explains cyber-bullying, more specifically:

- Define and describe cyber-bullying
- Explain how cyber-bullying is similar and dissimilar to traditional bullying
- Does cyber-bullying have negative consequences - cite studies and describe their findings linking cyber-bullying to negative outcomes not related to academics, e.g., mental health, social connections

Section B: Cyber-bullying and Academic Performance - Is there a negative outcome?

Find literature that addresses the possible link between cyber-bullying and academic performance:

- Cite studies that explore possible link between cyber-bullying and academic performance
- Include studies that show all possible outcomes, positive, negative, no effect
- Examine and explain how studies were conducted - settings, samples, measures, etc.

Section C: Cyber-bullying and Academic Self-efficacy - Is there a negative outcome?

Find literature that addresses the possible link between cyber-bullying and academic self-efficacy:

- Explain and describe academic self-efficacy.
- Seek studies that explore possible link between cyber-bullying and academic self-efficacy
- If any are found, then include studies that show all possible outcomes, positive, negative, no effect
- Examine and explain how studies conducted - settings, samples, measures, etc.
- If no studies found, report that

Purpose and Research Questions

Purpose statement explains to readers the overall goal of this study:

The purpose of this study is to learn whether cyber-bullying experiences among middle school students is related to student academic performance and academic-self-efficacy.

Research questions pinpoint what one hopes to learn from conducting the study:

1. Do middle school students experience cyber-bullying, and what is the extent of that experience?
2. Is there a relation between cyber-bullying experience and academic performance for middle school students, and what is the nature of that relation?
3. Is there a relation between cyber-bullying experience and academic self-efficacy for middle school students, and what is the nature of that relation?

Answering each research question should provide an global answer to the purpose of the study.

Method (not Methodology)

Participants

This section contains information on:

- study setting,
- how participants were sampled,
- sample size sought,
- sample size obtained,
- response rate,
- participant demographics, etc.

There is no such thing as a “sample population” so don’t use this word combination.

Table 1 below is an example showing participant demographics.

Table 1: Undergraduate Sample Demographics

| Variable | n | % |
|---------------------------|-----|------|
| Sex | | |
| Female | 162 | 82.7 |
| Male | 34 | 17.3 |
| Race | | |
| African American or Black | 35 | 17.9 |
| Asian | 3 | 1.5 |
| Multi-racial | 6 | 3.0 |
| White | 152 | 77.6 |
| Age | | |
| 18 | 1 | 0.5 |
| 19 | 46 | 23.5 |
| 20 | 76 | 38.8 |
| 21 | 46 | 23.5 |
| 22 | 10 | 5.1 |
| 23 | 7 | 3.6 |
| 24 | 3 | 1.5 |
| 25+ | 7 | 3.6 |

Materials, Measurement, Variables

Explain how variables were measured including

- questionnaire/instrument/scale selection or development,
- item creation or selection,
- item analysis procedures,
- item scaling (e.g., 1 = “not true of me” to 7 = “very true of me”),
- Items to be reverse scored, etc.

Discuss evidence for reliability of scores such as

- Cronbach’s α , split-half, KR-20, KR-21
- test-retest
- parallel forms
- rater/score agreement (Cohen’s kappa, Krippendorff’s alpha, etc.),

and evidence for validity of scores, for example,



- logical validity: content validity rationale – theory, research, item & sampling validity, expert review
- empirical validity: construct, predictive, concurrent, structural analysis (factor).

Example: Finding Scales for the Cyber-bullying and Academic Outcomes Study

Google Search: “cyberbullying middle school scale instrument Cronbach’s alpha ”

Note the inclusion of scale, instrument, and Cronbach’s alpha: Cronbach’s alpha is a measure of reliability so this helps to limit Google only to scales with evidence of reliability.

The screenshot shows a Google search results page with the following elements:

- Navigation tabs: All (selected), Images, Videos, News, Shopping, More, Settings, Tools.
- Search results summary: About 40,900 results (1.03 seconds).
- Search results list:
 - Measuring Bullying Victimization, Perpetration, and Bystander - CDC** (PDF). URL: <https://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf>. Description: **cyberbullying**, is typically defined as intentional ... schools. Youth 8–11 years old. **Cronbach's alpha:** 0.82. Austin & Joseph, 1996 behavior in **middle school** students. **Bullying Scale** and the Peer Relations **Questionnaire** for students in. You've visited this page 4 times. Last visit: 5/31/17. 
 - The Coping with Cyberbullying Questionnaire - MDPI** (PDF). URL: www.mdpi.com/2075-4698/5/2/515/pdf. by F Sticca - 2015 - Cited by 1 - Related articles. May 28, 2015 - **School** of Education, Trinity College Dublin, Dublin 2, Ireland; ... Keywords: **cyberbullying**; cyber victimization; coping; reliability; validity. 1. ... **high** as 15%. coping strategies on a **scale** ranging from one (definitely not) to four (definitely). Descriptive statistics and reliabilities (**Cronbach's alpha**) of the ...
 - Psychometric Properties of the Cyberbullying Test, a Screening ...** (PDF). URL: www.sc.edu/ptwgalam/art.../Test%20Cyberbullying%20JVI%20online%202015.pdf. Aug 20, 2015 - **scoring high** in neuroticism, antisocial behavior, **school-academic** problems, Cybervictimization **Scale** of the Revised **Cyberbullying** Inventory (RCBI); To analyze internal consistency, **Cronbach's alpha** was calculated.
 - CYBER BULLYING PERPETRATION AND VICTIMIZATION 1 ...** (PDF). URL: https://www.lib.fsu.edu/sites/default/files/scholarship/cyber_bullying.pdf. Keywords: **scale** development, **scale** validation, **cyber bullying** perpetration, cyber ... Existing **cyber bullying instruments** are in the relatively early stages of use and ... perpetration behaviors in elementary and **high school** repeat the pattern in Analyses of internal consistency were conducted with **Cronbach's alpha** ...
 - Development of the Cyberbullying Experiences Survey - ResearchGate** (PDF). URL: <https://www.researchgate.net/file.PostFileLoader.html?id...assetKey...>. The majority of **cyberbullying** studies have examined middle and **high school** students. **Cyberbullying Assessment Instrument's** victimization **scale** (i.e., malice and unwanted contact) had acceptable **Cronbach's** Coefficient **alpha**.
 - A Cyberbullying Needs Assessment in a Middle School Population ...** (PDF). URL: scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1032&context=dissertations. by AM Eggleston - 2015 - Related articles. The **Cyberbullying** and Online Aggression **Instrument** created by Hinduja 2 **Cyberbullying** Victimization **Scale** for a West Michigan **Middle School** for the **cyberbullying** victimization **scale** was **Cronbach's alpha** 0.917, and 0.839 for the. 

You may have to open and review a number of documents to find a scale that works. Look for:


- Brief scale - few items the better for obtaining participant completion of questionnaires
- Scale with evidence of both validity and reliability
- Fits your sample - wording and instructions are suitable for reading and experience level of sample

Google Search: "Mathematics self-efficacy middle school scale instrument Cronbach's alpha"


Pick an area for your sample: mathematics, reading, science, etc. and include that area in the Google Search to focus the self-efficacy scale


All Images Videos News Shopping More Settings Tools


About 84,900 results (0.66 seconds)


Scholarly articles for **Mathematics self-efficacy middle school scale instrument Cronbach's alpha** 

... of **self-efficacy** and self-concept beliefs in **mathematical** ... - Pajares - Cited by 1783
Sources of **mathematics self-efficacy** in **high school** ... - Lopez - Cited by 251
... belief **instrument**: A preservice elementary **scale** - Enochs - Cited by 837

[PDF] **Mathematics Self-Efficacy And Anxiety Questionnaire - UGA Electronic** ...
https://getd.libs.uga.edu/pdfs/may_diana_k_200908_phd.pdf 
by DK MAY - Cited by 15 - Related articles
characteristics such as gender, **high school mathematics** preparation, and grades **mathematics** anxiety when using the MARS **instrument**: **Mathematics Test** range, and **Cronbach's alpha** for the MSEAQ, the 13-item **self-efficacy scale** of ...
You've visited this page 2 times. Last visit: 5/31/17

[PDF] **Sources of self-efficacy in mathematics - UK College of Education Web...**
sites.education.uky.edu/motivation/files/2013/08/Usher_Pajares_2009.pdf 
by EL Usher - 2009 - Cited by 278 - Related articles
theorized sources of **self-efficacy** among **middle school mathematics** students. Results from ... Results suggest that the sources **scale** is psychometrically sound and could the revised survey **instrument** with 1111 students (559 girls, 552 boys) in We obtained a **Cronbach's alpha** of .95 for this revised self- efficacy ...
You've visited this page 2 times. Last visit: 5/31/17

[PDF] **The Effect of Mathematics Self-Efficacy on Mathematics Achievement** ...
<digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1029&context=nera...> 
by X Liu - 2009 - Cited by 40 - Related articles
Oct 22, 2009 - **Mathematics Self-efficacy Scale** (MSES) was used to measure students' confidence level ... **self-efficacy** and **mathematics** achievement of **high school** sophomores across the United ... A survey **instrument**, Student Questionnaire Base Year: 10 th. Grade, was ... The reliability coefficient (**Cronbach's alpha**) of.

A questionnaire for surveying mathematics self-efficacy expectations ... 
https://www.researchgate.net/.../236178760_A_questionnaire_for_surveying_mathemati...
and validation of a **scale** for measuring the **mathematics self-efficacy** expectations are either on **middle school** level or focus on engineering students and do not meet ... After that we describe the development of an **instrument** for measuring the Internal reliability over all items was very good (**Cronbach's alpha** = 0.89).

Procedure

In this section provide a detailed, step-by-step description of the method/procedures used to collect your data. Enough detail should be offered here, and in other sections of the Method, to enable one to replicate your study without having to guess or contact you for clarification.

IRB will require thorough detail before your study will be approved.

Analysis

If you are at the proposal stage for your study, include an Analysis section. If you have collected and analyzed your data, remove the Analysis section and include only a Results section.

Analysis section should list each research question or hypothesis, and explain after each which data will be used, and how the data will be analyzed, to address that question.

Example: Cyber-bullying Analysis Plans

1. Do middle school students experience cyber-bullying, and what is the extent of that experience?

Data from each item of the cyber-bullying scale will be presented in frequencies. These individual item statistics will help reveal which type of experiences respondents reported. Next, responses will be combined to form composite cyber-bullying victim and bully measures. From these two measures, the percentage of students who report being a victim or bully will be reported.

2. Is there a relation between cyber-bullying experience and academic performance for middle school students, and what is the nature of that relation?

Student course mean grade will be calculated from available test scores and other graded activities, and Pearson correlation will be calculated to assess the relation between student grade and both victim and bully measures of cyber-bullying. In addition, scatterplots will be developed to show graphically these relationships.

3. Is there a relation between cyber-bullying experience and academic self-efficacy for middle school students, and what is the nature of that relation?

The analysis presented for Question 2 above will be replicated for the self-efficacy measure.

IRB

You will have to submit an IRB application for study approval. Details of IRB are presented in another Workshop session, so have a look at those materials for information.

Results

As noted above, if you are developing a proposal for your study, include an Analysis plan. If you have collected data, remove the Analysis plan and present Results of your analysis.

1. Data Examination, Variable Scoring, and Descriptive Statistics

Before presenting results that address your research questions or hypotheses, first discuss

- your process of data examination,
- variable scoring and creation, and then
- present descriptive statistics.

Some of this information is secondary to your study and, if reported, may be better suited for placement in an appendix rather than in the Results section.

Data Examination. Explain to readers the

- process of reviewing your data for errors or outliers (extreme cases),
- identifying missing information, and
- and any corrective steps taken to address errors and missing information.

Frequencies. Calculating tables of frequencies can be an excellent first step to identifying problematic data.

Example 1: Frequencies. Questionnaire Item: In general, my parents ignore what I have to say:

- 1 = Not at all
- 2 = Somewhat
- 3 = A Moderate Amount
- 4 = Quite a Bit
- 5 = Very Much

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 1.0 | 12 | 4.8 | 5.0 | 5.0 |
| | 2.0 | 28 | 11.2 | 11.7 | 16.7 |
| | 3.0 | 36 | 14.5 | 15.1 | 31.8 |
| | 4.0 | 73 | 29.3 | 30.5 | 62.3 |
| | 5.0 | 89 | 35.7 | 37.2 | 99.6 |
| | 6.0 | 1 | .4 | .4 | 100.0 |
| | Total | 239 | 96.0 | 100.0 | |
| Missing | System | 10 | 4.0 | | |
| Total | | 249 | 100.0 | | |

The problem identified by the frequency table above is the presence of a score “6” which should not be possible since the variable score range is only 1 to 5. This appears to be a data entry error.

Example 2: Frequencies. Questionnaire Item: What is your race/ethnicity?

- 1 = American Indian, Alaska Native
- 2 = Asian
- 3 = Black or African American
- 4 = Hawaiian/Pacific Islander
- 5 = Hispanic/Latino
- 6 = White
- 7 = Mixed/Multi-racial

Ethnicity

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid | 8 | 3.2 | 3.2 | 3.2 |
| "Dark Skin" | 1 | .4 | .4 | 3.6 |
| 1 | 1 | .4 | .4 | 4.0 |
| 2 | 3 | 1.2 | 1.2 | 5.2 |
| 2,3,4 | 1 | .4 | .4 | 5.6 |
| 3 | 60 | 24.1 | 24.1 | 29.7 |
| 4 | 1 | .4 | .4 | 30.1 |
| 6 | 169 | 67.9 | 67.9 | 98.0 |
| 7 | 3 | 1.2 | 1.2 | 99.2 |
| 7 (6+2) | 1 | .4 | .4 | 99.6 |
| blank | 1 | .4 | .4 | 100.0 |
| Total | 249 | 100.0 | 100.0 | |

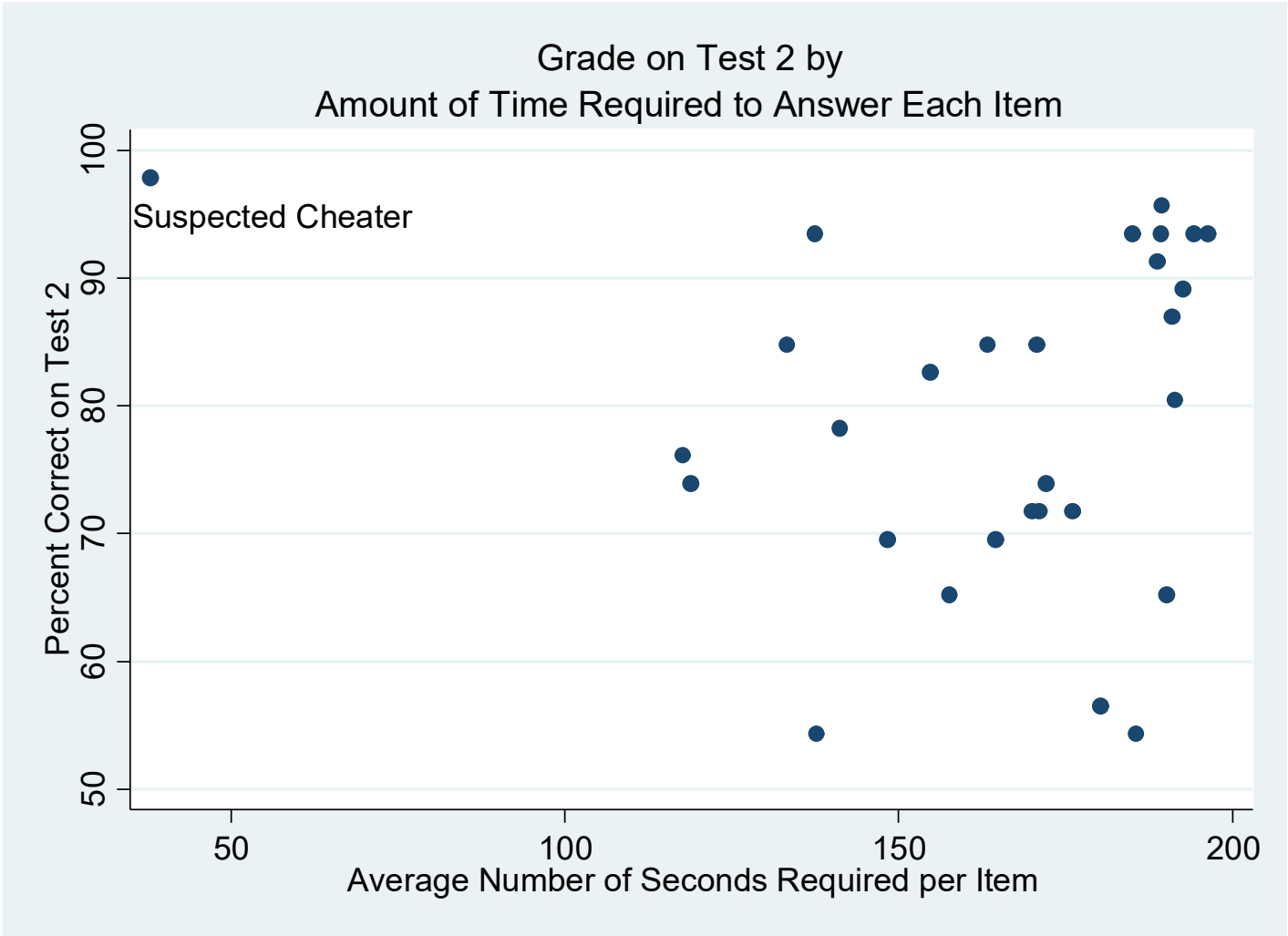
Scatterplots. These can be excellent ways to determine problematic data or outliers.

Example Scatterplot. What is the relation between Test 2 scores and the average time required to answer each item on Test 2?

Pearson r = -0.025

Very weak, slightly negative relation; the more time one takes to answer each question, the lower will be test scores.

How does this relation appear if plotted via a scatterplot?

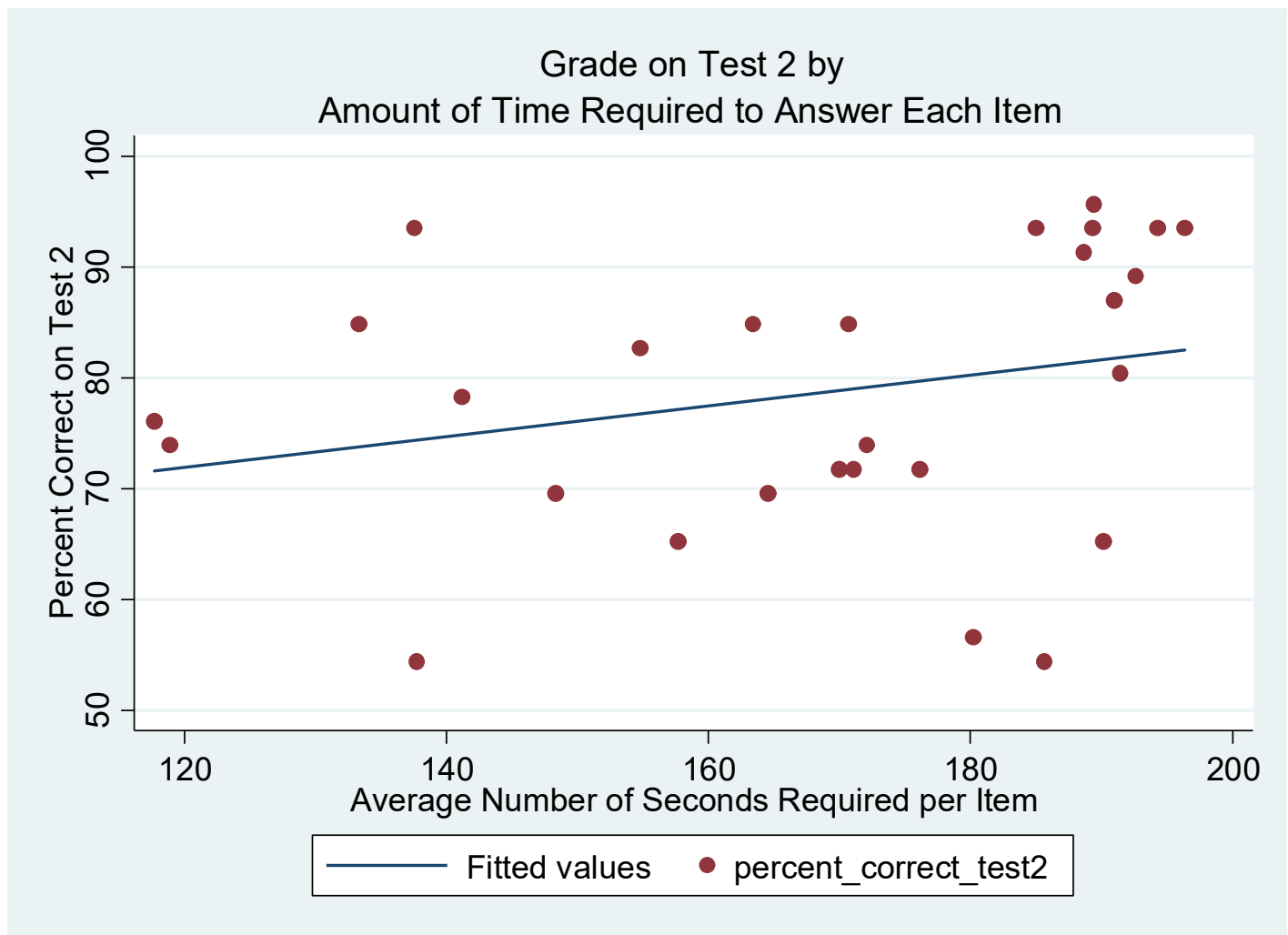


This scatterplot does not show much of a relationship, but it does show a clear outlier – an observation that differs greatly from all other observations.

What happens if the suspected cheater, the outlier, is removed from the analysis?

Pearson $r = 0.26$

Positive weak to moderate relation: the more time on test items, the higher are test scores.



Variable Scoring and Creation. Explain in the Results section the following:

- the process of scoring variables (e.g. use of raw data from responses or convert to scale scores),
- identification of special scoring procedures (e.g., items that must be reverse scored),
 - Formula: $\text{Reversed Score} = (\text{minimum score}) + (\text{maximum score}) - \text{actual score}$
- how missing data or problematic data were addressed,
- calculation of composite variables (e.g., summation of raw scores after reverse scoring, mean of items after reverse scoring, etc.),
- coding of categorical variables (e.g., dummy or contrast coding for regression), and
- any special coding needed beyond that described above (e.g., normalized gain scores).

Example 1. This example explains how a scaled variable (ranging from 1 to 5) with a non-scaled response (option 6) was recoded for statistical analysis.

“To assess instructor reputation, students answered this question: “Before taking this course, what did you hear about this instructor?” Responses ranged from (1 “very bad” to 5 “very good”, and 6 “didn’t know about the instructor”). For statistical modeling purposes, responses were recoded into one of three categories: negative reputation (score of 1, 2, or 3; about 18.5% of respondents), positive reputation (score of 4 or 5; about 24.8% of respondents), and no reputation (score of 6; about 56.7% of respondents).”

Example 2. This example shows how one explains reverse scoring and formation of a composite variable.

“Perceived autonomy support was measured by student responses to three statements, “The instructor was willing to negotiate course requirements with students,” “Students had very few choices in course requirements or activities that would affect their grade,” and “The instructor made changes to course requirements or activities as a result of student comments or concerns.” The response scale for each item ranged from 1 (“strongly disagree”) to 5 (“Strongly agree”). The second item has reverse polarity from the other two items and was therefore reverse scored. The composite measure of perceived autonomy support was then formed by taking the mean response of the three items.”

Descriptive Statistics. Present basic descriptive statistics for each variable included in analyses presented in this section. These may include the following.

- Categorical, Nominal, Qualitative Variables:
 - category counts/frequencies
 - category percentages
 - contingency (cross-classification) tables (e.g., 2x2 table of sex by test outcome [pass vs fail])
- Quantitative, Ordinal, Interval, Ratio Variables:
 - Central Tendency (mean, median, mode)
 - Variability (standard deviation, range, variance)
 - Maximum and minimum scores, maximum and minimum possible scores
 - Correlations among IV and DVs
 - Means on DVs across categories of IVs

Often such descriptive information is presented with analyses performed to answer research questions, so a separate presentation of descriptive statistics is not needed in this section.

Example 1. Table showing descriptive information for two categorical variables.

| Questionnaire Item | Yes | | No | |
|--|-----|------|-----|------|
| | n | % | n | % |
| Do you have daily contact with parents? | 107 | 54.6 | 89 | 45.4 |
| Is staying in contact with parents the reason for you having the following accounts? | n | % | n | % |
| Facebook | 58 | 29.6 | 138 | 70.4 |
| Email | 47 | 25.3 | 139 | 74.7 |
| Instagram | 27 | 13.8 | 169 | 86.2 |
| Snapchat | 18 | 9.2 | 177 | 90.8 |
| Google+ | 3 | 1.6 | 186 | 98.4 |
| Pinterest | 3 | 1.5 | 192 | 98.5 |
| Twitter | 2 | 1.0 | 192 | 99 |
| YouTube | 1 | 0.5 | 191 | 99.5 |
| My Space | 1 | 0.5 | 185 | 99.5 |
| LinkedIn | 0 | 0.0 | 189 | 100 |
| Tumblr | 0 | 0.0 | 193 | 100 |
| Yik Yak | 0 | 0.0 | 191 | 100 |

Example 2. Table showing descriptive information for both qualitative and quantitative variables.

Participate Demographic Information

Sex

| | |
|--------|------------------|
| Female | N = 1324 (44.3%) |
| Male | N = 1669 (55.6%) |

Age

| | |
|--------|---|
| Female | Mean = 70.14 years (range = 3.0 to 105.0 years) |
| Male | Mean = 66.80 years (range = 2.2 to 105.0 years) |

Source: Suiter, D., & Leder, S. (2007). Clinical Utility of the 3-ounce Water Swallow Test. *Dysphagia*, 23, 244-250.

2. Statistical Findings

Order of presentation:

- List the research question/hypothesis of interest (take then in order),
- explain which analysis was conducted to address that question/hypothesis,
- present results of the analysis, then
- move to next research question/hypothesis.

In short, organize results by research questions and hypotheses.

Presentation of Common Statistical Analyses.

Below are the following:

- Statistical analyses results should include both tabular and written presentations
- Example tables for commonly employed statistical procedures are provided below
- Inferential statements: tells reader whether you rejected or failed to reject the null hypothesis
 - Significant: means only that the null hypothesis, H_0 , was rejected
 - Significant: does NOT mean something important was found
 - The correlation between X and Y was statistically significant; this means a relation between X and Y was found
 - The correlation was not statistically significant; this means a relation between X and Y was not found
- Interpretational statements: tell readers, in simple language, what the statistics mean
 - Statistic: Pearson $r = -.45$ between academic self-efficacy and test anxiety in mathematics
 - Interpretation: Students who were more confident in their mathematical skills tended to have lower levels of anxiety when taking a mathematics test

Correlations. Correlations, specifically Pearson's r , may be used to assess whether a linear relationship exists between two quantitative variables. A categorical variable with only two categories may also be included as part of a correlational study, although care must be exercised for interpretations. Pearson's r may range from -1.00 to 1.00, with these two extremes representing perfect and very strong relationships, and a value of 0.00 representing no linear relationship.

Table of Correlations. Table 1 below provides an example correlation matrix of results. The data represent Ed.D. students reported levels of anxiety and efficacy toward doctoral study, their graduate GPA, and sex.

Table 1. Correlations and Descriptive Statistics for Anxiety and Efficacy Toward Doctoral Study, Graduate GPA, and Sex of Student

| | 1 | 2 | 3 | 4 |
|----------------------|--------|--------|--------|------|
| 1. Doctoral Anxiety | --- | | | |
| 2. Doctoral Efficacy | -.43* | --- | | |
| 3. Graduate GPA | -.24* | .31* | --- | |
| 4. Sex | -.11 | .19* | -.02 | --- |
| M | 3.20 | 4.12 | 3.92 | 0.40 |
| SD | 1.12 | 1.31 | 0.24 | 0.51 |
| Scale Min/Max Values | 1 to 5 | 1 to 5 | 0 to 4 | 0, 1 |

Note. Sex coded Male = 1, Female = 0; n = 235.

* p < .05.

Written Results. For inferential statistical tests, one should provide discussion of inferential findings (was null hypothesis rejected; are results statistically significant), and follow this with interpretation of results. The focus of this study was to determine whether anxiety and efficacy toward doctoral study are related, and whether any sex differences for doctoral students are present for anxiety and efficacy.

Pearson’s correlations were calculated and results revealed that efficacy toward doctoral study was negatively and statistically related, at the .05 level of significance, to students’ reported level of anxiety toward doctoral study, and positively related with students’ sex. There was not a statistically significant relationship between student sex and doctoral study anxiety. These results indicated that students’ who held higher levels of anxiety about doctoral study also tended to demonstrate lower levels of efficacy toward doctoral work. The positive correlation between sex and efficacy must be interpreted within the context of the coding scheme adopted for the variable sex where 1 = males and 0 = females. Since the correlation was positive, this means that males hold higher average efficacy scores than do females. Lastly, there was no evidence in this sample that anxiety toward doctoral study differs between males and females; both sexes appeared to display similar levels of anxiety when thinking about doctoral work.

Independent Samples t-test. Researchers use t-tests to determine whether sample groups appear to differ on some continuous (quantitative) outcome.

Table of t-test Results. Table 2 below shows mean differences on SAT verbal and mathematics subscales, and for GPA, by sex.

Table 2: Results of t-tests and Descriptive Statistics for SAT Verbal, SAT Math, and GPA by Sex

| Outcome | Group | | | | | | 95% CI for | | | |
|-------------|--------|-------|----|--------|--------|----|-----------------|--------|----|----|
| | Male | | | Female | | | Mean | | t | df |
| | M | SD | n | M | SD | n | Difference | | | |
| SAT-Verbal | 463.81 | 98.89 | 45 | 532.21 | 101.23 | 44 | -110.56, -26.24 | -3.22* | 87 | |
| SAT-Math | 515.43 | 99.56 | 44 | 483.31 | 98.97 | 44 | -9.95, 74.20 | 1.52 | 86 | |
| College GPA | 2.71 | 1.32 | 45 | 3.16 | 1.16 | 44 | -0.97, 0.07 | -1.71 | 87 | |

* $p < .05$.

Written Results. As before, both inferential and interpretational components are needed to discuss results.

Results of the two-group t-test show a statistically significant difference, at the .05 level, in SAT verbal scores between females and males. There were no statistical differences, however, in SAT mathematics scores or grade point averages between the sexes. Descriptive statistics in Table 2 show that females scored higher on the SAT verbal subscale than did males. While this sample of students did demonstrate some mean differences between the sexes on the SAT mathematics subscale and college GPA, these differences can be attributed to sampling error and probably do not reflect true population differences between the sexes.

Chi-square (χ^2) Tests. Chi-square tests are used with qualitative (categorical) variables, and may be interpreted as a test of association (relationship) or difference.

Table of χ^2 Results. Table 3 below shows dropout status (in counts and percentages) by sex.

Table 3: Results of Chi-square Test and Descriptive Statistics for Dropout Status by Sex

| Dropout Status | Sex | |
|----------------|----------|----------|
| | Female | Male |
| In School | 70 (70%) | 40 (40%) |
| Out of School | 30 (30%) | 60 (60%) |

Note. Numbers in parentheses indicate column percentages.

$\chi^2 = 18.18^*$, $df = 1$,

* $p < .01$

Written Results. Again, include both inferential and interpretation information.

There was a statistical difference, at the .05 level of significance, in dropout status between females and males. Males were more likely to drop out (60%) than females (30%).

Analysis of Variance (ANOVA). ANOVA is used to compare a quantitative (continuous) outcome across two or more groups.

Table of ANOVA Results. Table 4 and 5 below show differences in teacher job satisfaction (scaled from 1 = low to 5 = high) across three levels of schools within a district.

Table 4: ANOVA Results and Descriptive Statistics for Teacher Satisfaction by School Type

| School Type | Mean | SD | n | |
|-------------|-------|------|-------|-------|
| Elementary | 4.33 | 0.72 | 15 | |
| Middle | 3.11 | 1.23 | 18 | |
| High | 2.53 | 1.45 | 15 | |
| Source | SS | df | MS | F |
| Group | 25.47 | 2 | 12.73 | 9.12* |
| Error | 62.84 | 45 | | |

Note. $R^2 = .28$, adj. $R^2 = .26$.

* $p < .05$

Table 5: Multiple Comparisons and Mean Differences in Teacher Satisfaction by School Type

| Comparison | Mean Difference | s.e. | 95% CI |
|-----------------------|-----------------|------|-------------|
| Elementary vs. Middle | 1.22* | 0.41 | 0.19, 2.25 |
| Elementary vs. High | 1.80* | 0.43 | 0.73, 2.87 |
| Middle vs. High | -0.58 | 0.41 | -1.61, 0.45 |

* $p < .05$, where p-values are adjusted using the Bonferroni method.

Written Results. Inferential and interpretation results.

All statistical tests were conducted at the .05 level of significance. Results of the analysis of variance, presented in Table 4, show that there were statistically significant mean differences in levels of reported satisfaction among teachers sampled from elementary, middle, and high schools. Table 5 displays all pairwise comparisons of teacher satisfaction among the three schools. These comparisons indicate that mean levels of satisfaction for elementary teachers were different from those reported by either middle or high school teachers, and there is no statistical evidence in this sample to suggest satisfaction levels differ between middle and high school teachers. Elementary school teachers sampled reported higher levels of satisfaction with their jobs than did either middle or high school teachers. There does not appear to be a difference in mean job satisfaction between middle and high school teachers.

Analysis of Covariance (ANCOVA). ANCOVA is used to compare a quantitative (continuous) outcome across two or more groups while also attempting to equate groups on possible confounding variables.

Table of ANCOVA Results. Tables 6, 7, and 8 show differences in reading achievement among three types of instruction after taking into account students' level of reading performance, via a pretest, prior to instruction.

Table 6: Descriptive Statistics for Pre-treatment Measures by Instruction Type

| Pre-measure | Type of Instruction | | | | | | | | |
|-----------------|----------------------|-------|---|---------|-------|---|-------------|-------|---|
| | Cooperative Learning | | | Lecture | | | Self-guided | | |
| | M | SD | n | M | SD | n | M | SD | n |
| Reading Pretest | 45.75 | 11.13 | 5 | 41.83 | 15.43 | 4 | 46.67 | 13.33 | 5 |
| Course Grade | 86.88 | 8.89 | 5 | 89.25 | 9.56 | 4 | 88.17 | 10.12 | 5 |

Table 7: ANCOVA Results and Descriptive Statistics for Reading Achievement by Instruction Type

| Type of Instruction | Reading Achievement | | | |
|----------------------|---------------------|---------------|--------|--------|
| | Observed Mean | Adjusted Mean | SD | n |
| Cooperative Learning | 82.20 | 80.77 | 6.98 | 5 |
| Lecture | 87.25 | 88.21 | 8.96 | 4 |
| Self-guided | 76.00 | 76.67 | 9.77 | 5 |
| Source | SS | df | MS | F |
| Pretest | 492.29 | 1 | 492.29 | 15.14* |
| Instruction | 298.73 | 2 | 149.37 | 4.59* |
| Error | 325.26 | 10 | 32.53 | |

Note. $R^2 = .705$, Adj. $R^2 = .617$, adjustments based on prior achievement mean = 78.50

* $p < .05$

Table 8: Multiple Comparisons and Mean Differences in Reading Achievement by Instruction Type

| Comparison | Mean Difference | s.e. | 95% CI |
|------------|-----------------|------|--------------|
| CL vs. Lec | -7.44 | 3.88 | -18.56, 3.68 |
| CL vs. SG | 4.10 | 3.65 | -6.37, 14.57 |
| Lec vs. SG | 11.54* | 3.83 | 0.55, 22.52 |

Note. Comparisons based upon ANCOVA adjusted means controlling for prior reading achievement mean of 78.50. CL = cooperative learning, Lec = lecture, SG = self-guided.

* $p < .05$, where p-values are adjusted using the Bonferroni method.

Written Results. Both inferential and interpretational.

ANCOVA results show that student reading achievement varied by both type of instruction and prior reading performance. Both findings were statistically significant at the .05 level. After taking into account prior reading performance, students in the lecture group scored about 11 points higher in reading achievement than students in the self-paced group. Mean differences in reading achievement between cooperative learning and self-paced, and between cooperative learning and lecture, were not statistically significant. Findings from this study suggest that students read best after lecture instruction, although the difference observed in performance between students in the lecture group and students in the cooperative learning group were not large enough in this sample to show clear differences in favor of the

lecture method. Students in the self-paced method of instruction tended to score lowest, but differences in performance between cooperative learning students and self-paced students were small and could be explained as sampling error.

Regression. Regression is used to assess how one or more IVs relate to one quantitative (continuous) outcome. The IVs may be either qualitative or quantitative; regression and ANOVA/ANCOVA are mathematically linked and produce the same results although the presentation and interpretation may appear to be different.

Table of Regression Results. Tables 9 and 10 show results assessing the relationship between achievement, the DV, and two predictors (two IVs), time spent studying and academic ability.

Table 9: Descriptive Statistics and Correlations among Achievement, Time, and Ability

| Variable | Correlations | | |
|-------------|--------------|-------|---------|
| | Achievement | Time | Ability |
| Achievement | --- | | |
| Time | .720* | --- | |
| Ability | .866* | .472 | --- |
| Mean | 84.500 | 4.833 | 5.667 |
| SD | 9.709 | 2.980 | 2.605 |

Note. n = 12

* p < .05

Table 10: Regression of Achievement on Time Spent Studying and Academic Ability

| Variable | b | se | 95%CI | t |
|-----------|--------|-------|--------------|--------|
| Time | 1.30* | 0.437 | 0.31, 2.29 | 2.98* |
| Ability | 2.52* | 0.500 | 1.39, 3.65 | 5.05* |
| Intercept | 63.90* | 2.836 | 57.49, 70.32 | 22.54* |

Note. $R^2 = .874$, adj. $R^2 = .846$, $F = 31.27^*$, $df = 1,9$; $n = 12$.

* p < .05.

(or, the F ratio and df can be reported like this: $F_{1,9} = 31.27^*$)

Written Results. Both inferential and interpretational.

Both the correlation and regression results showed that achievement was positively, strongly, and significantly related at the .05 level to time spent studying and academic ability. In summary, the more time spent studying and the higher one's academic ability, the greater one's achievement.

3. Summary

Sometimes it is helpful to provide a briefly summary of findings. Address the study's overall question, if one is present. If a specific analysis does not address the overall question, then explain how totality of findings address that question.

Conclusion and Discussion

Many options exist for this section, so best to follow guidance of whoever is directing your study. Below are a few ideas to consider.

Restate study purpose and research questions/hypotheses or an abbreviated version of these.

Explain how findings in the Results section address study purpose and research questions.

Use simple language so most readers can understand your findings. No need to repeat technical information presented in the Results, instead, explain with general interpretations (e.g., the findings show that the more confidence one has, the less anxiety one experiences) unless there are particular findings/statistics that are important to restate (e.g. highly unusual or unexpected results).

Discuss findings

- Are findings consistent or inconsistent with your hypotheses? Explain how.
- For research questions, what was learned – what was answered?
- Are findings consistent or inconsistent with theory? Explain how; compare and contrast.
- Are findings consistent or inconsistent with prior research? Explain how; compare and contrast.
- Anything new learned?
- Anything unusual with your study?

When discussing findings, consider threats to validity of result interpretations

- Example: In a study comparing motivation and achievement of female and male students when offering words of encouragement, male students may have viewed these words as phony and without merit and therefore lost some interest in the instructional module that was part of a study.
- Example: Learned after the study the instructional treatment was not implemented fully by teachers in all classes.
- Example: Found that respondents consistently failed to answer a few key items on a questionnaire and therefore compromised measurement of some of the key constructs.

If you do find serious threats to the validity of your study, explain how these may have impacted study results and cautiously offer interpretation of results with these limitations in mind.

- Example: In a study comparing motivation and achievement of female and male students when offering words of encouragement, male students may have viewed these words as phony and without merit and therefore lost some interest in the instructional module that was part of a study. Therefore, the differences observed in motivation means between males and females may have resulted from the treatment, or may have resulted from male student reactions to perceptions of insincerity by the instructor.

Evaluate and interpret the results, but be objective – look carefully at results to determine if they are consistent or inconsistent with your expectations. This is one of the more common mistakes I see in studies.

If results are counter to what you expected, attempt to explain why this may be the case (i.e., anything unusual about your study, unusual about the sample of participants or settings, etc.).

Discuss theoretical and practical significance of your findings.

Any recommendations for practice in the field of your study?

Building on your study, make recommendations how the study could be improved for future research (e.g., address threats to internal or external validity, improve upon design or measures, include relevant confounding variables, consider other settings or groups to target for study).