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Chapter 1 : Chapter Presentation, Analysis and Interpretation by Jenny Sardona on Prezi

CHAPTER 4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA This chapter overseen the presentation, analysis and interpretation of data gathered by the researchers. This study aims to determine the effects of the K implementation to the Bachelor of Science in Accountancy curriculum and the students.

What are Examiners Looking for in a Thesis? You have spent so much time collecting and analysing data but do a poor job of reporting the results. You may under-report despite having collected large amounts of data. Do not sell yourself short! Alternatively, after collecting all the data, your presentation of the results lack organisation and clarity. Your reader struggles trying to figure out what the heck you have written in this Chapter. You may have done a good job writing Chapter 1, Chapter 2 and Chapter 3 with such clarity and make a mess of Chapter 4. Gee, what a waste! Can you do that? Chapter 4 is the culmination of your study and represents you best thinking and how you answered the research question you had posed. According to Wolcott , "writing well is neither a luxury nor an option Qualitative research generates rich information and deciding where to focus is very challenging. This is what Ronald Chenail had to say: By this I mean, the main focus in qualitative research is the data itself, in all its richness, breadth, and depth. When all is said and done, the "quality" in a qualitative research project is based upon how well you have done at collecting quality data. The Qualitative Report, 2 3. Read this article on the different approaches in presenting qualitative data. Briefly describe the research design - whether you used ethnographic method, case study method and so forth Briefly tell about the sample you studied and data collection techniques - whether you used observations, interviews and so forth Brief explanation of how data were processed and coded, as well as how data exemplars were chosen for presentation. The reasons is twofold: First is to provide a context that will lead the reader towards the findings reported in Chapter 4. Second is the fact that not all people who read you final thesis will begin with Chapter 1. It is suggested that you begin with the demographics of your subjects, informants or participants explaining the age, gender or relevant information about the sample. You could also present it in the form of tables. Then you begin telling about your findings which you can organise according to the research questions or you may approach the chapter according to the significance of the themes or categories that emerged from analysis of the data. There is no single way to present the findings because it depend on your research design. Verbatim quotes are used to support your arguments. Quotes are generally short while extracts are longer passages. Quotes demonstrate how the findings of your interpretations have arisen from the data. Quotes and extracts are used to support your interpretations and explanations - as a general rule of thumb, try to use at least two different quotations from two different people to support each argument. No set rules on how long quotes or extracts should, nor how many quotes you should use. Others argue that breaks in the text may make it difficult for the reader to follow the flow of the conversation. As a general rule quotations and extracts should be presented in a manner that reflects as accurately as possible the conversation that occurred, whilst omitting unnecessary breaks and pauses in the conversation. Is it acceptable to shorten extracts longer passages of text? It is generally acceptable to shorten passages of text as long as you make it clear what you have done. For example text followed by a number of dots "â€¦" generally denotes where text has been removed or left out. Identifiers are included in brackets at the end of a quote or extract. You may give details without revealing the identity of the participant. For "I do not like football because Gender and age is identified because your study intends to compare gender and age preferences for football. Details about the identifier depends on the purpose of the research. Analysing and reporting qualitative data. United Kingdom] Anne Croden and Roy Sainsbury in study involving several qualitative researchers identified the following reasons for using verbatim quotations in reporting qualitative data: Qualitative researchers have to work hard at justifying their findings so that is does not appear to be unscientific or subjective. Ronald Chenail has an interesting way of describing how to write-up qualitative data. Massive unemployment and low wages in the home country has led participants to find new jobs. Make Transition to

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Second Data Exemplar verbatim quote as follows: Highly attractive packages offered in other countries was a core reason given by skilled people leaving their home country. Awareness of the disparity in salaries has hastened emigration of workers. As I maneuver myself from one quote to the next, I imagine myself as Tarzan swinging from one vine to another. Girl, age 11 years. Explanation by the Researcher: The interviews demonstrated that children are able to differentiate and discriminate between different types of food effortlessly. Also their ability to discriminate types of food and drinks was both sophisticated and complex, incorporating positive and negative notions relating to food and its health and social consequences. I feel better and more confident among my colleagues who are degree holders Robbie, age 32 My self-esteem got better. I am now able to talk with all kinds of people more bravely. Zalina, age 40 years. Various statements by informants highlight the significance of self-confidence when interacting with people attributed to pursuing a degree. Self-confidence is interpreted as being able to do new things or doing things better than before. Self-confidence is mostly exemplified by the ability to communicate.

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Chapter 2 : WRITING CHAPTER 4: ANALYSIS OF DATA (Qualitative)

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Hezoli Objectives After studying this lesson you are expected to: Be able to present the results of your collected data. Make good analysis of the tabulated or graphically presented data, 3. Draw implications or inferences and generations from the analysis and interpretation of findings. This chapter presents the findings of the study. Presentation should be clear and scholarly done and may come in the form of tables, figures or charts. Analysis refers to the skill of the researcher in describing, delineating similarities and differences, highlighting the significant findings or data and ability to extract information or messages out of the presented data. Interpretation is the explanation or suggestions inferred from the data, their Lesson 1: Presentation of findings Two forms of communicating your findings in research: Verbal “ describes and narrates to readers what the researcher has done and the results that he or she has obtained Symbolic “ uses graphic representation, tables or statistical values. The Format The immediate purpose of writing a research report is to tell other scientists about your work, about the new knowledge you have discovered. The research report should be clear enough that any scientist could replicate your study without telephoning you to ask for details. In addition, the research must be explained clearly enough that a scientist could evaluate its merits and flaws, solely on the basis of the written word. The American Psychological Association APA has strict guidelines for the editorial style and organizational format of written research reports. There are accepted conventions for the mechanics of writing the report. For example, how will you write the title of your table? Should the table number be written in Arabic or Roman numeral? Will the title be indented and in capital letters or in small letters except the first letter of the key words? A more detailed discussion of the APA will be found in the last module dealing with references. Organization of your presentation The organization of the presentation and interpretation of findings vary according to the research method used. In descriptive research, especially the survey type, the presentation of results follow a pattern. The findings presented will follow the sequence of the sub-problems raised in Chapter 1. It would be a good idea if reports assist in the analysis, interpretation and clarification of the next materials. Properly chosen, carefully drawn, and accurately presented, they can make many of the statements appearing in the body of the report more meaningful. Do not present your findings by recasting your sub- problems in Chapter 1. Remember that your whole Chapter 4 is the exposition of the answers of findings to your research questions specially stated in Chapter 1. Your answers become the subheadings of your Chapter 4. For Research Problem 1. What is the profile of the respondents in terms of age, sex, educational attainment, civil status and position? Your subheading in Chapter 4 should be: Line up decimal places, note units clearly, use a large enough typeface and construct a clean orderly arrangement of rows and columns. Remaining segments continue clockwise. Other Conventions Regarding Graphics 1. Design the graphic to help others understand your point. Simplify your data 3. Use consistent symbols 4. Avoid special effects if they do not enhance the point to be made. Tables Tables are numbered consecutively in Arabic numeral. Table number should be written at the top and the caption should be placed at the bottom just right above the table box. In typing tables, never cut table in two pages. You may decrease the size of the font of your table to fit the size in a short coupon bond or you may use landscape so that you will have one table in a page. Avoid enlarging the font size of your table in order to fit in such page. Caption, Labels And Lines Table caption should be the same as that which appears in the list of tables. It is placed above the table unlike that which is used in figures. The caption should tell in precise terms what the table contains. Frequency and percentage distribution of the respondents according to age. Other Rules in Caption 1. Unusual abbreviation are not allowed in the table, if necessary, put a legend at the bottom of the table. Captions should be worded as concisely as clarity permits. When a table is placed broadside on a page the caption should be on the binding side. Be consistent in label size, font and style. The Internal Format A horizontal line should be

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placed one space below the last line of the caption. Below the line are the box headings-descriptive headings for each column heading and headings are centered between the vertical lines that enclosed them. One space at least should be allowed on either side of each heading. Vertical lines are used for grouping, separating closely spaced columns. When two equal parts of the table are placed side by side, double vertical lines should be placed between them. Horizontal lines are not usually placed between lines of items in typed tables. The research reporter must ask himself the following questions: Does it simply repeat what the text said? Illustrative materials shall be called figures. The figure number and caption should be centered below the illustration. The caption should be brief and explanatory. Figures of equal importance in the report should be approximately equal size. Smaller size photographs may be mounted two or more to a page or regular typing paper. Placement and Paging As with tables, illustrations or figures should follow as closely as possible the first references to them in the text. On the four sides of a page carrying illustrative materials, a margin of least one inch should be allowed. The figure caption, descriptive matter and legends should fall within the margin. In case of illustration or figures occupying half or less than half a page, textual material may be typed on the same page. In no case should less than five lines of typewritten text be put in the same page as an illustration.

Analysis of Data or Findings In analyzing data, stress only those important result that gives information that could answer the problem you raised or posed in your study which you stated in Chapter 1. You have to be consistent and coherent in your approach as well as logical, based on certain academic conventions. The implications suggested by the data should be explained and discussed thoroughly in this portion of your thesis or dissertation. The data analysis involves comparing values on the dependent measures in statistical cases. In the non statistical approach, these comparisons usually involve visual inspection of data. Evaluation depends on projecting from baseline data what findings would be like in the future if some variables were not experimented.

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Chapter 3 : WRITING CHAPTER 4: DATA ANALYSIS (Quantitative)

Chapter 4 PRESENTATION, ANALYSIS AND INTERPRETATION 1. 54 EULOGIO "AMANG" RODRIGUEZ INSTITUTE OF SCIENCE AND TECHNOLOGY COLLEGE OF HOSPITALITY MANAGEMENT CHAPTER 4 Presentation, Analysis and Interpretation of Data This chapter presents the findings, analysis and interpretation of data gathered whose main objective is to find out the expectations and perceptions of tourists towards Filipino.

Sometimes students spend so much time collecting and analysing the data but when it comes to reporting they do not do a good job. They fail to tease out valuable and relevant information and present it in Chapter 4. In some instances, the presentation of the data is not clear even though Chapter 1, Chapter 2 and Chapter 3 are well written. Chapter 4 is perhaps the most important chapter because it is the culmination of all your efforts. People would like to know what you have found out after spending so many years. It is a big deal because the findings is the essence of the whole project. You should be most excited in what you have found and to be able to convey that excitement in Chapter 4. Here we will focus on writing the results and analysis of data based on a quantitative approach which consists of THREE sections: Briefly tell the reader about the research design - i. You could include tables describing the demographics of the sample. Organise your presentation as follows: In the form of a null hypothesis - There is no significant difference between male and female managers Guidelines for the Presentation of Statistical Information Support your presentation with tables, graphs, charts and figures where applicable Follow APA format. Tables, charts, graphs and figures should be interpreted - it is your responsibility to tell your reader what you think is the most important information in the graphics. Make sure that each graphic is clearly labelled with a title so that readers can easily identify and understand them. Do not judge, editorialise, evaluate or give you opinion on the results obtained. Just report the facts, OK! You have to demonstrate how these statistical tests help answer Research Question 1 or the rejection or acceptance of Hypotheses 1. You have to show how the statistical analysis employed allow you to draw conclusions. Note that you have to assume that the readers of your thesis have a knowledge of statistics. APA Guidelines for Reporting Statistical Analysis Reporting Descriptive Statistics In reporting the results of descriptive statistical tests, focus is on the means M , standard deviations SD , frequencies N and percentages presented in tables or graphs bar charts, line graphs, pie charts. If you present descriptive statistics in a table or figure, you do not need to repeat in text form all that is in the table. However, you should explain the key features in the table in the narrative which will help interpretation. A common error is tell nothing about the table or graph in the text or to tell in writing everything in the table or graph. You have to decide on what are the key findings or features that should be written about. You cannot say, "Just look at the table and interpret for yourself what was found". Reporting the p value Most quantitative research in the behavioural and social sciences involve comparing two or more groups of individuals. The statistical tools such as t-test, ANOVA are used to report a significant difference between two or more conditions where one condition may be more, less, higher or lower than another condition. Before you report, make sure that you mention at the onset that you are using a particular alpha level such as. This is how it should be reported: Note that correlations can be tested for statistical significance and reported as follows: Here again the summary and the inferential statistics focus on the difference. This section serves as the transition to Chapter 5, where these results will be discussed in detail. Summarize the results of the tests for the reader in their order of significance. No new information or analysis should be included; the goal of the summary is to summarize the findings for the reader in one to two paragraphs. Add a transition to the topics in chapter five.

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Thank you b d l h e c q i j k a y t g k v p g u r s?! CHAPTER 4 Preparing Presentation, Analysis and Interpretation of Data Presentation Analysis Interpretation Presentation of Data.