



Department of Graduate Education & Leadership

LUNCH TIME SEMINAR

**“Writing Chapters 4 & 5 of the
Thesis/Dissertation”**

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Writing Chapters 4 & 5 of the Thesis/Dissertation

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Chapters 4



Writing Chapter 4

Disclaimer

This presentation is not exhaustive. Before approaching chapters 4 and 5 of your thesis or dissertation, peruse other similar documents and discuss the preferred format with your thesis/dissertation committee chair.



Writing Chapter 4

- Chapter 4 is titled based on the research tradition used:
 - **Qualitative** chapter is title **Findings**
 - **Quantitative** chapter is title **Results**

inclusive education thesis [Compatibility mode] - Microsoft Word

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CHAPTER 4

Results

The purpose of this study was to examine the attitudes of general secondary education teachers towards the inclusion of children with disabilities into general classrooms. It further examined whether demographic variables such as Age, Years of Teaching Experience, Level of Education, Special Education Training, Experience Teaching Children with Disabilities, Having Family Member(s) with Disability and Type



Writing Chapter 4

Step 1: Remind your reader of the purpose of your study

The purpose of this study was to examine the attitudes of general secondary education teachers towards the inclusion of children with disabilities into general classrooms. It further examined whether demographic variables such as Age, Years of Teaching Experience, Level of Education, Special Education Training, Experience Teaching Children with Disabilities, Having Family Member(s) with Disability and Type of Disability affect these attitudes.



Writing Chapter 4

Step 2: Report descriptive analysis of demographics

- This report depends on whether the study is quantitative or qualitative
 - Quantitative report uses frequencies and percentages.
 - Qualitative report uses text and detailed descriptions.



Writing Chapter 4

Quantitative

- Sample size
- Frequency and percentages of demographic variable
 - Males/females
 - Age groups
 - Other Variables
 - Years of experience groups
 - Answers to Yes/No questions
 - Reported educational qual.
 - GPA/Grades
 - Types of School

Qualitative

- Sample size
- Age range of participants
- Gender
- Characteristics of sample
 - Details about organization / institution/class being studied
 - Details about participants as is relevant to the topic being studied



Writing Chapter 4

Step 2: Report descriptive analysis of demographics (cont.)

- Present the text-based analysis first then use tables to summarize.
- Quantitative descriptive analysis should contain frequencies and percentages.
- Qualitative descriptive analysis may contain frequencies only.



Writing Chapter 4

Quantitative

Qualitative

Demographic Variable	N	Percentage
Gender		
Male	65	31.1
Female	144	68.9
Total	209	100
Age		
Under 30 years	95	45.5
31-40 years	55	26.3
41-50 years	29	13.9
Over 50 years	29	13.9
Missing	1	0.5
Total	209	100
Level of Education		
Diploma	45	21.5
Associates Degree	12	5.7
Bachelor's Degree	124	59.3
Master's Degree	23	11
Missing	5	2.4
Total	209	100

Institution/Class	N	Males	Females
Institution 1/ Class A	10	5	5
Institution 2/Class B	5	1	4
Institution 3/Class C	8	2	6
Total	23	8	16



Writing Chapter 4

Step 3: Quantitative – Factor Analysis

- Tell how the factors were extracted
- Outline the criteria and justification used to determine what factors are retained
- Report the given names of the new scales developed



Writing Chapter 4

Step 3: Quantitative – Factor Analysis (cont.)

- Report Cronbach Alpha coefficients for each scale
- Give an example of an item from each scale
- Present a table with (a) name of the factor, (b) item numbers, and (c) Cronbach alpha

Factor	Items	Cronbach Alpha
1 Factor Name	2, 4, 6, 8, 15	0.78
2 Factor Name	10, 12, 14, 16, 18, 17	0.83
3 Factor Name	1, 3, 7, 20, 24,	0.9
4 Factor Name	5, 9, 11, 13, 21, 23	0.86



Writing Chapter 4

Step 3: Qualitative – Presentation of Findings

- Restate briefly the methods of data collection
- Restate the research questions
- Explain how the findings will be presented



Writing Chapter 4

Step 4: Qualitative – Findings

- ❑ Presentation of findings may be flexible. They may be organized by:
 - research questions
 - themes
 - chapters – one theme or research question per chapter
 - participants – parents, teachers, students, principals
 - data source – interviews, observation, documents

Note: Choose the best option depending on the volume of data or size of study.



Writing Chapter 4

Step 4: Presenting Quantitative Results

- Organize by:
 - research questions
 - hypotheses
- Use:
 - Statistical language and notations:
 - Mention name of the statistic (t-test, ANOVA, Correlation, Chi-square etc) and what it was used for
 - Include appropriate statistical values (coefficients, p values, standard deviations, means, etc)
 - Tables, Figures, Graphs, Charts



Writing Chapter 4

- **Step 4**: Presenting Quantitative Results
- Report: result of analysis, interpretation and action (in the case of inferential statistic).
 - No statistically significant relationship was found between Age and Overall Attitudes, ($r=0.03$, $p=0.63$) indicating that the relationship which existed between the two variables was due to chance. The null hypothesis was therefore accepted.
 - Teachers with training are more likely to exhibit more positive attitudes ($M=3$, $SD=1$, $N=34$) than those who did not ($M=2.4$, $SD=1$, $N=172$).



Writing Up ANOVA

There was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,27) = 4.467, p = .021$).

ANOVA

Time

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	91.467	2	45.733	4.467	.021
Within Groups	276.400	27	10.237		
Total	367.867	29			

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Writing Chapter 4

Step 4: Presenting Quantitative Results

- Use tables to summarize multiple correlations, *t*-tests, ANOVAs, regression analyses. See [http://cel.ncu.edu.jm/Portals/0/Lunchtime%20Seminar%20Chapters%204%20&%205%20\(1\).pdf](http://cel.ncu.edu.jm/Portals/0/Lunchtime%20Seminar%20Chapters%204%20&%205%20(1).pdf)



Chapter 4

Step 4: Presenting Qualitative Findings

- Describe in detail the major themes found.
- In describing each theme, the **participants' voices** should be heard; **quotations must** be included to support the analysis and interpretation.
- Assign pseudonyms or code the participants for ease of reference: *Student 1*, or *Teacher A*, or *Principal 2*.



Writing Chapter 4

Step 5: Summarize

- The summary may differ between research traditions...



Writing Chapter 4

Quantitative

- Summarize based on
 - Sample size
 - Statistical procedures used
 - Major result from each research question/hypothesis
 - Any other analyses of interest performed

Qualitative

- Restate briefly the major themes which were uncovered.
- Summarize using a table
 - Research questions with major and sub-themes
 - Participants with themes
 - Data source with themes



Writing Chapter 4

Ensure that:

- your results or findings match your research questions in chapter 1
- the analyses you conducted matched what you had stated in chapter 3
- Avoid citations





Chapter 4

Components / Chapter Outline

Quantitative Outline

- i. Demographic Analysis
- ii. Factor Analysis
- iii. Hypothesis 1/Research Question 1
- iv. Hypothesis 2/Research Question 2
- v. Hypothesis 3/Research Question 3
- vi. Other Analyses
- vii. Summary

Qualitative Outline

- i. Demographic Analysis
- ii. Presentation of Findings
- iii. Theme 1/Research Question 1/
Data Source 1
- iv. Theme 2 / Research Question 2/
Data Source 2
- v. Theme 3/ Research Question 3/
Data Source 3
- vi. Summary



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Chapters 5



Writing Chapter 5

- Titled: Discussion and Conclusion
- Contents:
 - Restate the purpose of the study
 - Summary of Study (theoretical/conceptual framework, literature review, methodology)
 - Summary of Findings/Results
 - Discussion
 - Recommendations for Future Research
 - Recommendations for Future Practice



Writing Chapter 5

Summary of Findings/Results

- Focus on the major results/findings
- Use simple non-statistical language to summarize.
- Do not include too much research jargon
- Describe your results/findings so that a professional outside the field can understand it.



Writing Chapter 5

Discussion

- Opportunity to demonstrate originality and to prove how your study contributes to the existing body of knowledge.
- Discuss your findings/results in the same order they were presented in Chapter 4.
- Highlight any interesting, new or unexpected findings/results which you did not discover in conducting the literature review.



Writing Chapter 5

Discussion (cont)

- Say what your results/findings reveal about your variables or participants.
- Compare and contrast your findings/results with those of other researchers: How are your findings/results similar or different from other studies?



Writing Chapter 5

Recommendations for Future Research

Ask yourself:

- What area of interest would you have liked to explore but which was outside the scope of your study?
- What other perspectives could be explored to illuminate aspects of the subjects which were only merely uncovered?
- What follow-up studies would you like to conduct given your results/findings?
- How could your study be extended?



Writing Chapter 5

Recommendations for Future Practice

- How can the professionals in your field be impacted by the findings of this study?
- What recommendations can you make to professionals, policymakers, stakeholders, government leaders etc?



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End