

Research Findings, Recommendation, and References

**Final Project
Prepared by Walid Soliman**

Lecture 10



1. Review
2. Research Findings
3. Research Recommendations
4. Research References

By the end of this chapter you will understand the following knowledge:

- Learn about the research findings.
- Learn about the research Recommendations.
- Learn about the research references.

By the end of this chapter you will possess the following Skills:

- The ability to write the research findings.
- The ability to formulate research recommendations.
- The ability to write research references.

The concept and ethics of scientific research
in the field of administrative sciences

Final Project
Prepared by Walid Soliman
Lecture 1

PMG 697
MGM 697

Chapter 01

Contents

- The concept of scientific research
- Fields of scientific research in administrative sciences
- Research types
- Scientific research goals
- Characteristics of scientific research
- The importance of scientific research in the field of administrative sciences
- Problems and difficulties of scientific research in administrative sciences
- Characteristics and skills of a distinguished researcher
- Ethics of scientific research in the field of administrative sciences

The concept and ethics of scientific research in the field of administrative sciences

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Content of Research Proposal

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Lecture 2

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Chapter 02

Contents

- The concept and objectives of the Research Proposal
- The stages of the research process
- Research Proposal components:
 1. Research Title
 2. Introduction
 3. Research problem
 4. The importance of the research
 5. Research Hypotheses
 6. Literature Review
 7. Research Methodology
 8. Research Structure
 9. Research limits
 10. Initial reference list

Research Methodology

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Chapter 03

Contents

- Research method concept
- Types of research methods
 1. Inductive Method
 2. Deductive Method
 3. Historical Method
 4. Experimental Method
 5. Descriptive Method

Research Population & Sampling

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Chapter 04

Contents

1. An Introduction
2. The concept of population and research sample
3. Reasons for using the sampling method
4. Sample types
 - 1) Random sample (probability)
 - Simple random sample
 - Systematic sample
 - Stratified random sample
 - Cluster random sampling

Chapter 04

Contents

- 2) Non-random samples
 - Convenience sample
 - Intended sample
 - Quota sample
 - Snowball sample
5. Sample selection steps
6. Specify the sample size



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Data collection methods

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Lecture 7

Chapter 05

Contents

1. Introduction
2. Primary data and secondary data
3. Methods for collecting primary data
 - Questionnaire.
 - The interview
 - Observation
 - Focus groups.

Chapter 08

Validity and Reliability

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Lecture 8

Chapter 06

Contents

1. Introduction
2. First: **Validity**
3. The concept of **Validity**
4. Types of **Validity**
 - Face **Validity**
 - Content **Validity**
 - Criterion **Validity**
 - Predictive **Validity**
 - Factor **Validity**

Chapter 06

Contents

1. Second: **Reliability**
2. The concept of **Reliability**
3. Methods for measuring **Reliability**
 - The first method: test and re-test
 - The second method: half-partition (Split-half method)
 - The third method: Cronbach's stability coefficient alpha
4. Factors affecting the **Reliability** of the questionnaire
5. The relationship between test **Validity** and **Reliability**

Data analysis using SPSS

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Lecture 9

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Chapter 07

Contents

1. **Data Types:** (Quantitative & Qualitative)
2. **The first stage:** Presentation and analysis of data using the SPSS program
3. **The second stage:** Describing the data using statistical measures.
4. **The third stage:** Data analysis using SPSS software

A **results section** is where you report the main findings of the data collection and analysis you conducted for your research. You should report all relevant results concisely and objectively, in a logical order. Don't include subjective interpretations of why you found these results or what they mean—any evaluation should be saved for the discussion section.

Here are a few best practices:

- Your results should always be written in the **past tense**.
- It should be written as **concisely** as possible.
- Only include results that are directly relevant to answering your **research questions**.
- Avoid speculative or interpretative words like “appears” or “implies.”
- Always start with your broadest results first, then flow into your more granular (but still relevant) ones.

(George, T.,2022)

- ❖ For each question or hypothesis, share:
 - A reminder of the type of analysis you used (e.g., a two-sample *t-test* or simple **linear regression**). A more detailed description of your analysis should go in your **methodology** section.
 - A concise summary of each relevant result, both positive and negative. This can include any relevant descriptive statistics (e.g., **means** and **standard deviations**)
 - Remember, these numbers are often placed in parentheses.

- A brief statement of how each result relates to the question, or whether the hypothesis was supported. You can briefly mention any results that didn't fit with your expectations and assumptions, but save any speculation on their meaning or consequences for your **discussion** and conclusion.
- In quantitative research, it's often helpful to include visual elements such as graphs, charts, and **tables**, but only if they are directly relevant to your results. Give these elements clear, descriptive titles and labels so that your reader can easily understand what is being shown

❖ Reporting qualitative research results:

In qualitative research, your results might not all be directly related to specific hypotheses. In this case, you can structure your results section around key **themes or topics** that emerged from your analysis of the data.

For each theme, start with general observations about what the data showed. You can mention:

- Recurring points of agreement or disagreement
- Patterns and trends
- Particularly significant snippets from individual responses

Next, clarify and support these points with direct quotations. Be sure to report any relevant demographic information about participants.

Recommendations in research are a crucial component of your discussion section and the conclusion of your research paper.

As you conduct your research and analyze the data you collected, perhaps there are ideas or results that don't quite fit the scope of your research topic. Or, maybe your results suggest that there are further implications of your results or the causal relationships between previously-studied variables than covered in extant research.

Recommendations for future research should be:

- Concrete and specific
- Supported with a clear rationale
- Directly connected to your research

Overall, strive to highlight ways other researchers can reproduce or replicate your results to draw further conclusions, and suggest different directions that future research can take, if applicable.

There are many different ways to frame recommendations, but the easiest is perhaps to follow the formula of research question – conclusion - recommendation.

Example:

Research question

How can teachers at your local preschool ensure that social skills that contribute to maintaining peer relationships are promoted in children aged 1 to 4?

Conclusion

An important condition for controlling many social skills is mastering the language. If children have a better command of the language, they can express themselves better and are better able to understand their peers. Opportunities to practice social skills are thus dependent on the development of language skills.

Recommendation

The investigation revealed that mastering language is an important prerequisite for mastering social skills. On this basis, future research should examine the ability of language development programs to expand the language skills of children aged 1 to 4.

Recommendation example that you can use as a template to write your own:

The current study can be interpreted as a first step in the research on COPD speech characteristics. However, the results of this study should be treated with caution due to the small sample size and the lack of details regarding the participants' characteristics.

Future research could further examine the differences in speech characteristics between exacerbated COPD patients, stable COPD patients, and healthy controls. It could also contribute to a deeper understanding of the acoustic measurements suitable for e-health measurements.

- Scientific plagiarism is the theft of ideas or writings of others and attributing them to oneself without mentioning their sources.

What are some of the most common types of plagiarism?

1. Paraphrasing

This is the most common type of plagiarism and is the act of the researcher or student rephrasing a text in their own words, without citing their sources. Paraphrasing with properly cited sources is not plagiarism.

2. Patchwork or mosaic

Patchwork plagiarism is similar to paraphrasing—it is when the researcher or student copies and pastes together pieces of different text to create a new text. This includes rewording pieces of sourced material while keeping the structure of the original texts.

3. Verbatim

Verbatim plagiarism is when someone directly copies text from a source and pastes it into their own research without properly citing the information.

4. Global plagiarism

This is when the researcher uses someone else's work while passing it off as their own—this can include having a friend or family member write their work for them, or paying for someone else to write their work for them

Scientific honesty requires the documentation of all references that the researcher used in his research. There are two types of reference documentation:

- The documentation of references within the research.
- The documentation of references at the end of the research. There are several scientific approaches to the process of documenting references, the most important of which are:

There are several scientific approaches to the process of documenting references, the most important of which are:

1. The American Psychological Association (APA).
2. Chicago Manual of Style.
3. Harvard Style.

First: Documenting the references inside the text:

- **Single author:** In this case, the author's last name is given, followed by a comma, and the year of publication is in parentheses after the end of the text.

Example: (Mohieddin, 2002) - Ryan (2002) pointed out

- **Two authors:** The last name of both authors is written followed by the year of publication.

Example authors: (Tony and Shehab, 2015)

- **Three authors or more:** we write the last name of the first author, followed by the word et al, then the year of publication. In the case of the reference in English, write the first author's last name, followed by the word et al. Then the year of publication.

For example:

(2009، الصواف وآخرون) or (Al Sawaf et al., 2009)

When the same author has **more than one work** in the same year: In this case, a letter is added after the year (a, b, c, ...) or (a, b, c) in order to distinguish between these compositions.

If the source is **from websites**: we write the name of the author of the research or article as the author. If the author is not known, we write the name of the website owner, followed by the year of publication of the article.

Second: Reference list

A. Books: Sigle author

توني، محمود (2016) *اقتصاديات النقود والبنوك: رؤية معاصرة*. الطبعة الاولى، الرياض: مكتبة الشقري

Babbie, E. R.(2007) *The practice of Social research*. 11th ed. Belmont, CA: Wadsworth

Second: Reference list

B. Books: Two or more authors

عليان، ربحي مصطفى و غنيم، عثمان محمد (2000) *مناهج واساليب البحث العلمي: النظرية والتطبيق*. الطبعة الاولى. عمان، الاردن:

دار صفاء للنشر والتوزيع

Sekaran, U. and Bougie, R. (2010) *Research methods for business, A skill-building approach*. 5th edition.

London: John Wiley & Sons Ltd.

Governmental Documents:

Often some governmental bodies or international or private organizations issue some reports that do not include the name of the author. In this case, the same method is followed in the previous document in documenting the book, with the author's name replaced with the name of the authority responsible for issuing this report or document.

Governmental Documents:

مؤسسة النقد العربي السعودي (2013) التقرير السنوي. التاسع والاربعون، المملكة العربية السعودية.

European Commission (2012) *Women in economic decision-making in the UE: progress report*. Luxembourg: Publications Office of the European Union.

Electronic Resources:

مثال لكتاب إلكتروني:

Rubinstein, A. (2012) *Economic Fables*. Cambridge: Open Book Publishers. Available from: <http://www.openbookpublishers.com/reader/136#page/6/mode/2up>, [Retrieved December 15, 2015].

مثال لبحث موجود على موقع إلكتروني:

Kovach, K., Cathcart, J. and Charles, E. (1999) Human resource information systems: Providing business with rapid data access, Information exchange and strategic advantage. *Public Personal Management*, 28(1), 275-283. Available from:
<http://WWW.search.epnet.com\direct.asp?an=2004560>. [Retrieved January 14, 2004].



Thank You