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How to report a regression table in apa style

CCO/StockSnap/Pixabay In academia and other professional fields, much of the work that goes on is strictly intellectual. In such areas, ideas matter, and copying another's ideas without acknowledging the source can land the practitioner in trouble. This has happened to many unsuspecting academics. Sometimes, failure to use citations constitutes academic fraud. The consequences of academic fraud are dire, including academic sanctions, penalties, or worse. Fortunately, it doesn't have to be this way. Citation systems like the APA one or the Chicago style can help you easily bring your papers or professional writings up to standard. Below, we explore the APA type of citation and other alternatives that you can use to make your work free of plagiarism. What is APA Citation Style? The APA citation style is one of three citation styles which are in wide use in universities and other professional communities. These three are: APA Style - A type of citations by the American Psychological Association Chicago Manual Style - Citation style from the Chicago University Press MLA Style - Citation guidelines by the Modern Language Association APA Style contains guidelines for references to academic works, as well as stylistic idioms for the composition of academic work. The style began in the 1920s, and has since been adopted by leading academics in the social sciences. Using APA Citations in the Body of a Text Proper citation begins with in-text citations. These are references to source materials which you have chosen to include in the body of your paper or text. In APA Style, you must reference the author's last name and the source material's publication year when making reference to a secondary source. Such a secondary source could be, for example, a book, guide, newspaper article, published report, or other publication. References to earlier research, for example from academic journals, must use the past tense. For example, when referring to a work from 1960 by the psychologist Abraham Maslow, we would write: Maslow (1960) found that "the highest stage of human psychological health occurs in the state of self-actualization" (p. 330). As you can see, we also need to include a page number if directly quoting the work, otherwise, the author's name and the work's publication year suffice. APA Reference List At the end of an academic work, journal writing, or other such professional work, it is necessary to include a list of all works that have been referenced in the body. The reference list must begin on a separate page from the body of your text. You should title it "References" so that it's clear that the main arguments have ended and you are now listing references. In the reference list, you should follow APA Style rules, including the following: Arrange author listings in alphabetical order Invert the authors' names so that the last name is read first Titles for works cited should be given in full, whether books, journals, or other sources Specify the publisher and location where the work was published Observing these rules, we can list a book by the social scientist Carl Jung as follows: Jung, C. (1933). *Modern Man in Search of a Soul*. London: Trubner & Co. Why APA Is Not Always the Right Citation Type APA Style works well for the following disciplines: Psychology Sociology Linguistics Nursing Business Other, related, disciplines also use APA Style. There are, however, disciplines where alternative citation styles are more appropriate. These include the Chicago Manual Style, and MLA Style. The exact citation style you need to use will depend on the field of study for which you are writing. If in doubt, you can check with the publisher or editor of the journal or other publication for which you are writing. MORE FROM LIFE123.COM Remember to wear a face-covering indoors in university buildings, follow health and safety guidelines, and check the COVID-19 website for up-to-date information. All employees and students must obtain a booster dose and upload proof as soon as they are eligible to receive one. Latest COVID-19 Info Tables are always placed on a separate page, directly after the reference list Only one table is permitted per page, even if the tables are small enough to fit multiple on one page Be sure to include a table note, which will hold useful information that is necessary in order for readers to fully understand the information presented or abbreviations The title of the table should be brief, but provide enough information for the reader to know what the table consists of Tables are useful to present complex data, such as descriptive statistics *The following information was derived directly from Purdue OWL. Table structure Numbers: Number all tables with Arabic numerals sequentially Do not use suffix letters (e.g. Table 1a, Table 1b); instead, combine any related tables If the document includes an appendix with tables, identify them with capital letters and Arabic numbers (e.g. Table A1, Table B3) Headings: Keep headings clear and brief Use abbreviations, if needed All columns must have headings Body of the table: When reporting data, be sure to stay consistent Example: Keeping consistent with reporting numbers with decimals, use the same number of decimal places throughout Never change the unit of measurement/number of decimal places in the same column The following image shows the basic structuring of tables in APA format: Table 2 will always appear at the top The title will be italicized, and should appear flushed-left, single space The header is any supplemental information The subhead is, typically, the variable(s) being described The column head(s) is/are the descriptives being reported Specific types of tables Analysis of variance (ANOVA) tables List the source in the sub column, followed by the degrees of freedom (df) in the next column, followed by the F ratios in the next column List the between-subject variables and error Report the within-subject variables and any error If mean square errors are being reported, they must be enclosed in parentheses If necessary, provide a general note under the table that explains what all of the values mean Use asterisks to identify statistically significant F ratios, and be sure to provide a probability footnote An example of an ANOVA table is below Regression tables There are two ways to report regression analyses: If the study is applied, list only the raw or unstandardized coefficients (B)2. If the study is theoretical, list only the standardized coefficients (beta) If the study was neither only applied nor only theoretical, list both standardized and unstandardized coefficients Specify the type of analysis (hierarchical or simultaneous) If hierarchical regression is used: provide the increments of change Table notes There are three types of notes for tables: General notes: Explain, qualify, or provide information about the table as a whole; explains abbreviations, symbols, etc. e.g. Note. All values are reported M(SD). 2. Specific notes: Explain, qualify, or provide information about a particular column, row, or individual entry; to indicate specific notes, use superscript lower letters, and order these superscripts (e.g. a, b, c) from left to right, top to bottom; each table's first footnote must be a superscript 3. Probability notes: Provide the reader with the results of the tests for statistical significance; asterisks indicate the values for which the null hypothesis is rejected, with the probability (p value) specified in the probability note (consistently use the same number of asterisks for a given alpha level throughout the paper) Note: These notes are only required when relevant to the data being presented e.g. *p < .05; **p < .01; ***p < .001 To distinguish between two-tailed and one-tailed tests in the same table, use asterisks for two-tailed p values and an alternate symbol for one-tailed p values. *p < .05, two-tailed. **p < .01, two-tailed. p < .05, one-tailed (All information derived from and Table 1 Sociodemographic Characteristics of Participants at Baseline Baseline characteristic Guided self-help Unguided self-help Wait-list control Full sample n % n % n % n % Gender Female 25 50 20 40 23 46 68 45.3 Male 25 50 30 60 27 54 82 54.7 Marital status Single 13 26 11 22 17 34 41 27.3 Married/partnered 35 70 38 76 28 56 101 67.3 Divorced/widowed 1 2 1 2 4 8 6 4.0 Other 1 1 0 0 1 2 2 1.3 Children a 26 52 26 52 22 44 74 49.3 Cohabiting 37 74 36 72 26 52 99 66.0 Highest educational level Middle school 0 0 1 2 1 2 2 1.3 High school/some college 22 44 17 34 13 26 52 34.7 University or postgraduate degree 27 54 30 60 32 64 89 59.3 Employment Unemployed 3 6 5 10 2 4 10 6.7 Student 8 16 7 14 3 6 18 12.0 Employed 30 60 29 58 40 80 99 66.0 Self-employed 9 18 7 14 5 10 21 14.0 Retired 0 0 2 4 0 0 2 1.3 Previous psychological treatment a 17 34 18 36 24 48 59 39.3 Previous psychotropic medication a 6 12 13 26 11 22 30 20.0 Note. N = 150 (n = 50 for each condition). Participants were on average 39.5 years old (SD = 10.1), and participant age did not differ by condition. a Reflects the number and percentage of participants answering "yes" to this question. Table 2 Results of Curve-Fitting Analysis Examining the Time Course of Fixations to the Target Logistic parameter 9-year-olds 16-year-olds t(40) p Cohen's d M SD M SD Maximum asymptote, proportion .845 .135 .877 .062 0.951 .347 0.302 Crossover, in ms 759 87 694 42 2,877 .006 0.840 Slope, as change in proportion per ms .001 .0002 .002 .0002 2.635 .012 2.078 Note. For each subject, the logistic function was fit to target fixations separately. The maximum asymptote is the asymptotic degree of looking at the end of the time course of fixations. The crossover point is the point in time the function crosses the midway point between peak and baseline. The slope represents the rate of change in the function measured at the crossover. Mean parameter values for each of the analyses are shown for the 9-year-olds (n = 24) and 16-year-olds (n = 18), as well as the results of t tests (assuming unequal variance) comparing the parameter estimates between the two ages. Table 1 Descriptive Statistics and Correlations for Study Variables Variable n M SD 1 2 3 4 5 6 7 1. Internal- external status a 3.697 0.43 0.49 — 2. Manager job performance 2.134 1.34 0.62 -.08** — 3. Starting salary b 3.697 1.01 0.27 .45** -.01 — 4. Subsequent promotion 3.697 0.33 0.47 .08** .07** .04* — 5. Organizational tenure 3.697 6.45 6.62 -.29** .09** .01 .09** — 6. Unit service performance c 3.505 85.00 6.98 -.25** -.39** .24** .08** .01 — 7. Unit financial performance c 694 42.61 5.86 .00 -.03 .12* -.07 -.02 .16** — a 0 = internal hires and 1 = external hires. b A linear transformation was performed on the starting salary values to maintain pay practice confidentiality. The standard deviation (0.27) can be interpreted as 27% of the average starting salary for all managers. Thus, ±1 SD includes a range of starting salaries from 73% (i.e., 1.00 - 0.27) to 127% (i.e., 1.00 + 0.27) of the average starting salaries for all managers. c Values reflect the average across 3 years of data. *p < .05. **p < .01. Table 1 Means, Standard Deviations, and One-Way Analyses of Variance in Psychological and Social Resources and Cognitive Appraisals Measure Urban Rural F(1, 294) η2 M SD M SD Self-esteem 2.91 0.49 3.35 0.35 68.87*** .19 Social support 4.22 1.50 5.56 1.20 62.60*** .17 Cognitive appraisals Threat 2.78 0.87 1.99 0.88 56.35*** .20 Challenge 2.48 0.88 2.83 1.20 7.87*** .03 Self-efficacy 2.65 0.79 3.53 0.92 56.35*** .16 ***p < .001. Table 1 Results From a Factor Analysis of the Parental Care and Tenderness (PCAT) Questionnaire PCAT item Factor loading 1 2 3 Factor 1: Tenderness—Positive 20. You make a baby laugh over and over again by making silly faces. .86 .04 .01 .22. A child blows you kisses to say goodbye. .85 -.02 -.01 .16. A newborn baby curls its hand around your finger. .84 -.06 .00 .19. You watch as a toddler takes their first step and tumbles gently back down. .77 .05 -.07 .25. You see a father tossing his giggling baby up into the air as a game. .70 .10 -.03 .23. I think that kids are annoying (R) -.01 .95 .06 .8. I can't stand how children whine all the time (R) -.12 .83 -.03 .2. When I hear a child crying, my first thought is "shut up!" (R) .04 .72 .01 .11. I don't like to be around babies. (R) .11 .70 -.01 .14. If I could, I would hire a nanny to take care of my children. (R) .08 .58 -.02 .23. Factor 2: Liking 5. I think that kids are annoying (R) -.01 .95 .06 .8. I can't stand how children whine all the time (R) -.12 .83 -.03 .2. When I hear a child crying, my first thought is "shut up!" (R) .04 .72 .01 .11. I don't like to be around babies. (R) .11 .70 -.01 .14. If I could, I would hire a nanny to take care of my children. (R) .08 .58 -.02 .23. Factor 3: Protection 7. I would hurt anyone who was a threat to a child. -.13 -.02 .95 .12. I would show no mercy to someone who was a danger to a child. .00 -.05 .74 .15. I would use any means necessary to protect a child, even if I had to hurt others. .06 .08 .72 .4. I would feel compelled to punish anyone who tried to harm a child. .07 .03 .68 .9. I would sooner go to bed hungry than let a child go without food. .46 -.03 .36 Note. N = 307. The extraction method was principal axis factoring with an oblique (Promax with Kaiser Normalization) rotation. Factor loadings above .30 are in bold. Reverse-scored items are denoted with an (R). Adapted from "Individual Differences in Activation of the Parental Care Motivational System: Assessment, Prediction, and Implications," by E. E. Buckels, A. T. Beall, M. K. Hofer, E. Y. Lin, Z. Zhou, and M. Schaller, 2015, *Journal of Personality and Social Psychology*, 108(3), p. 501 (. Copyright 2015 by the American Psychological Association. Table 3 Moderator Analysis: Types of Measurement and Study Year Effect Estimate SE 95% CI p LL UL Fixed effects Intercept .119 .040 .041 .198 .003 Creativity measurement a .097 .028 .042 .153 .001 Academic achievement measurement b -.039 .018 -.074 -.004 .03 Study year c .0002 .001 -.001 .002 .76 Goal d -.003 .029 -.060 .054 .91 Published e .054 .030 -.005 .114 .07 Random effects Within-study variance .009 .001 .008 .011

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