# MOR Midterm Review type shi

# SOURCES FOR SELF-STUDY

- https://drive.google.com/drive/folders/1AF9skDyi_kLGjp8YPIP3JzDPV1oZToja

- https://www.scribd.com/document/444873264/Methods-of-Research-and-Thesis-Writing-by-Jose-f-Calderon-and-Expectacion-c-Gonzales

# DESCRIPTIVE

**Manuel and Medel:**

Involves the description, recording, analysis, and **interpretation of the present nature**, composition, or processes of phenomena.

**Aquino:**

Descriptive research is **fact-finding with adequate interpretation**. The descriptive method is something more and beyond just data-gathering: the latter is not reflective thinking nor research.

This follows logically after careful classification of data. Facts obtained may be accurate expressions of central tendency. or deviation, or of correlation; **but the report is not research unless discussion of those data are not carried up to the level of adequate interpretation.**

**Best:**

Descriptive research describes and interprets what is. It is concerned with conditions of relationships that exist: practices that prevail; beliefs, processes that are going on: effects that are being felt, or trends that are developing.

The process of descriptive research **goes beyond mere gathering and tabulation of data**. **It involves the elements** or interpretation of the meaning or significance of what is described.

## Characteristics of Descriptive Research

1. Ascertains prevailing conditions of facts in a group or case under study.
2. It gives either a qualitative or quantitative, or both, description of the general characteristics of the group or case under study.
3. What caused the prevailing conditions is not emphasized.

4. Study of conditions at different periods of time may be made and the change or progress that took place between the periods may be noted or evaluated for any value it gives.
5. Comparisons of the characteristics of two groups or cases may be made to determine their similarities and differences.
6. The variables or conditions studied in descriptive research are not usually controlled.
7. Descriptive studies, except in case studies, are generally cross-sectional, that is, it studies the different sections belonging to the same group.
8. Studies on prevailing conditions may or can be repeated for purposes of verification and comparison.

## Value, Importance, and Advantages of Descriptive Research

- Descriptive research contributes much to the formulation of principles and generalizations in behavioral sciences.
- Descriptive research contributes much to the establishment of standard norms of conduct, behavior. or performance.
- Descriptive research reveals problems or abnormal conditions so that remedial measures may be instituted.
- Descriptive research makes possible the prediction of the future on the basis of findings on prevailing conditions, cone lations, and on the basis of reactions of people toward certain issues.
- Descriptive research gives a better and deeper understanding of a phenomenon
- Descriptive research provides a basis for decision-making.
- Descriptive research helps fashion many of the tools with which we do research.

## Techniques Under the Descriptive Method of Research

- **(1) the survey** - otherwise known as normative survey, is a fact-finding study with adequate and accurate interpretation
- **(2) the case study** - a comprehensive, complete, detailed, and in-depth study and analysis of an individual, institution, group, or community.
- **(3) content analysis** - a research technique deals with documentary materials that are already existing and available, It has been defined as follows: "Content analysis is a research technique for the objective. systematic, and quantitative description of the manifest content of communication."(ilcmison. p. IS)

## Advantages of the Survey Approach

- Survey reveals what is typical, average, or normal against which the behavior or performance of an individual can be judged or evaluated.
- The results of a survey may be used for prediction
- Survey makes possible the formulation of generalizations because the sample has a high degree of representativeness.
- survey reveals problems for which timely remedial measures may be instituted.
- It is easy to get respondents for a survey.
- The instruments for gathering data are easy to determine. construct, validate,and administer.

## Disdvantages of the Survey Approach

- Lack of manipulation over independent variables.
- One cannot progressively investigate one aspect after another of the independent variable to get closer to the real cause.
- Statistical devices are not always able to separate the effects of several independent variables when there is multivariable causation
- Survey approach yields a low degree or control or there is no control at all over extraneous variables.
- The instrument for gathering data may lack validity, reliability. or adequacy.

## 18 Types of survey technique or approach.

- **Total population survey. -** entire population involved
- **Sample survey. -** only the sample portion involved
- **Social survey -** attitudes and behaviors of different groups of people
- **School survey. -** data about schools
- **Public opinion survey.** - gauge reactions of public toward certain issues
- **Poll survey. -** respondents are asked who are they voting in the election
- **Market survey.** - what the respondents buy in the market
- **Motivation survey -** why the respondents buy certain commodities
- **Evaluation survey. -** Looks back to see what has been accomplished and evaluates if they are satisfactory or not.
- **Comparative survey. -** Results from 2 different groups are compares
- **Short-term survey. -** data collected over a period of less than 5 years
- **Long-term survey. -** more than 5 years
- **Longitudinal survey. -** almost the same as long term survey
- **Cross-sectional survey. -** several groups are studied simultaneously
- **Cross-cultural survey. -** different cultural backgrounds are studies
- **Job analysis survey. -** info on the general duties n responsibilities of workers
- **Community survey. -** info about various aspects of the community

- **Correlation study. -** relationship between two or more variables

## Case Study type shi

**McKee and Robertson:**

Case study involves a comprehensive and extensive examination of a particular individual, group or situation over a period of time.

**Young:**

defines case study as a "comprehensive study of a social unit – be that unit a person, a social institution, a group, a district, or community."

**Good and Scates:**

that method which takes account of all pertinent aspects of one thing or situation, employing as the unit for study an individual, an institution, a community, or any group considered as a unit.

## Case Work

**Good and Scates:**

specifically relates to the developmental, adjustment, remedial, or corrective procedures that are appropriate subsequent to a diagnosis of the causes of maladjustment or of favorable development.

## Case Method

**Ibid:**

Case method has been employed to describe a plan of organizing and presenting instructional materials in law. medicine. social work, and even in education, psychology. and sociology, where as role, the case materials used are the product of case study investigation.

## Case History

**Wolman**:

“the complete medical, psychological, and social history of a patient."

**Sanchez:**

a biography obtained by interview and other means, sometimes collected over the years to enable us to under• the problems of an individual and to suggest ways of solving them.

## Clinical Method

**Peter:**

"a process in which we collect all available evidence, social, psychological, educational, biographical, and medical that promises to help us understand the individual child."

## Who should be studied?

*Who should be studied.* Generally, children with some forms of abnormalities are the subjects of case studies. These are children with exceptional abilities, very high I. Q., or children with problems or deficiencies. For example, there are grade six children who can already perform some college work, but there are also children in grade six who cannot even read. There are also delinquent children who can be subjects of a case study. Children with physical and mental handicaps are also included in the list.

## Kinds of Information needed in case studies.

- Identifying data (sex, age, place of birth)
- Identification and statement of the problem
- Health and developmental history
- Family history
- Educational history
- Social history
- Economic history
- Psychological history

## Data gathering instruments for case studies

- **Observation**
- **Questionnaire**
- **Psychological tests**
- **Anecdotal records**
- **Autobiographies**

## Characteristics of a satisfactory case study

- **Continuity** - Desirable continuity of information, like constant psychological examinations at yearly intervals
- **Completeness of Data** - Data must be complete duh
- **Validity of Data** - For instance, a doubtful birth should be verified through the birth registry.
- **Confidential Recording -** Educational workers have something to learn from medicine with respect to the confidential nature of professional records.
- **Scientific Synthesis -** This is an Interpretation of the evidence that is more than a mere enumeration of data secured.

## Social skills of case work

- **Social insight**
- **Empathy** - Social understanding of how others feel
- **Sociality** - Positive behavior of deftness and spontaneity in friendly relations
- **Communication** - process in which we transmit experience or share a common experience
- **Cooperation** - acting or working jointly with others
- **Participation** - social interaction within a group
- **Organization** - systematically uniting in a group
- **Social Counseling** - assisting the client to formulate and analyze his problem
- **Guidance for creative achievement** - to liberate the powers of individuals for their own happiness

## Content Analysis

**Berelson:**

Content analysis is a research technique for the objective. systematic, and quantitative description of the manifest content of communication.

## Characteristics of Content Analysis

- **Objective**
- **Systematic**
- **Quantitative**

## 10 Steps in Content Analysis

- Recognizing the problem.
- Form the hypothesis
- Doing library search.
- Designing the study
- Developing the instrument
- Data collection
- Analyzing the data
- Making conclusions
- Making recommendations

## Applications of Content Analysis of Documentary Materials

- Analyzing to determine the educational, political. sociological, philosophical, psychological and other ideas of real authors and thinkers,
- Analyzing the contents of textbooks and other instructional materials as a basis for curriculum construction and development
- Analyzing the achievements of students in the different subjects to determine the types of errors they committed as a basis for making remedial teaching programs.
- Analyzing the different writings of students such as essays, compositions, poems, etc. to determine their skills as bases for determining programs for further development.
- Analyzing school records such as class records, report cards, with the end in view of adopting the common, practical, economical, and useful school records.
- Analyzing the objectives and practices of different schools and school systems to adopt more valid and practical objectives

# RRL

- **Deductive reasoning -** Inductive reasoning starts with specific observations and moves toward a broader generalization or theory.
- **Inductive reasoning -** Deductive reasoning starts with a general theory or rule and moves toward a specific conclusion.

## Related Literature

- composed of discussions of facts and principles to which the present study is related. These materials are usually printed and found in books, encyclopedias, professional journal, magazines, newspaper, and other publications

## Related Studies

- These are inquiries, studies, or investigations already conducted to which the present proposed study is related.
- These materials are manuscripts, theses, and dissertations.

## Two major parts of Review of Related Literature

**Conceptual Literature** - it contains literature coming from books, journals, and other material relevant to the study which are data-free and non-empirical material

**Research Literature** - This is an empirically-based materials such as scientific paper, theses and dissertations, both published/unpublished from both local and foreign sources.

## Importance, Purposes, and Functions of RRL

- They help or guide the researcher in searching for or selecting a better research problem or topic
- They help the investigator understand his topic for research better.
- They ensure that there will be no duplication of other studies.
- They help and guide the researcher in locating more sources of related information

They help and guide the researcher in making his research design, including:

- the formulation of specific questions to be researched on.

    - the formulation of assumptions and hypotheses if there should be any
    - the formulation of conceptual Framework
    - the selection and application of the methods of research
    - the selection and application of sampling techniques
    - the selection and/or preparation and validation of research instruments for gathering data
    - the selection and application of statistical procedures
    - the analysis, organization, presentation, and interpretation of data
    - the making of the summary of implications for the whole study
    - the formulation of the summary of findings, conclusions, and recommendations
- they help and guide the researcher in making comparison between his findings with the findings of other researchers on similar studies

## CHARACTERISTICS of the RELATED LITERATURES and STUDIES CITED

1. Materials must be **recent as possible**
2. Must be **objective and unbiased** as possible
3. Must be **relevant** to the study
4. Must **not be too few but not too many**
5. Must be **based upon genuinely original and true facts or data**

## Sources of Related Literature and Studies

I. Books. encyclopedias, almanacs, and other similar references.
2. Articles published in professional journals, magazines, periodicals. newspapers. and other publications.
3. Manuscripts, monographs. memoirs, speeches, letters, and diaries.
4. Unpublished theses and dissenations.
5. The Constitution. and laws and statutes of the land.
6. Bulletins. circulars, and orders emanating from government offices and departments. especially from the Office of the President of the Philippines and the Department of Education. Culture and Spurts.
7. Records of schools, public and private, especially reports of their activities.
8. Reports from seminars. educational or otherwise.
9. Official reports of all kinds, educational. social, economic, scientific, technological, political. etc. from the government and other entities.

## Types of literature review

- **Chronological** - This is the simplest method, where you organize resources based on publication date. It is most effective when you want to show how a topic has evolved over time or how a specific theory has shifted across decades.
- **Thematic** - Instead of following a timeline, you group literature based on specific themes, topics, or issues. This is often considered stronger than a chronological review because it demonstrates a deeper understanding of the "big ideas" in the field
- **Integrative** - This is a more complex method where the researcher critiques and synthesizes literature to generate new perspectives. It doesn't just summarize what exists; it combines varied studies to create a more comprehensive "map" of the field.
- **Methodological** - This method focuses on how previous researchers conducted their studies rather than just what they found. You group the literature based on the research design, data collection methods, or populations studied.
- **Theoretical** - This approach focuses on the theories, models, or conceptual frameworks that have been used to explain a phenomenon. You compare how different theories approach the same problem.

## 5 C's of literature review

- **Cite (Acknowledge):** Reference the key studies that define your research problem.
- **Compare (Similarities):** Identify shared findings, methods, or theories across literature.
- **Contrast (Differences):** Highlight disagreements, controversies, and debates in the literature.
- **Critique (Analyze):** Evaluate the strength, validity, and limitations of the studies.
- **Connect (Synthesize):** Link the literature to your own research to show how your work fits into the field.

## Steps in conducting a literature review

- **Define Your Topic/Identify the Problem** - Before searching, you must define your research question and identify the key concepts (keywords) you need to investigate.
- **Searching for Related Literature** - This is the data collection phase. You look for books, journals, and previous studies that are relevant to your defined topic.

- **Evaluating the Sources** - You don't use everything you find. You must check the quality (is it peer-reviewed?), relevance (does it help answer your question?), and currency (is it recent enough?).
- **Writing the Review** - This is the synthesis phase. You organize the literature (thematically or chronologically) and write the narrative that explains what is already known about your topic.
- **Determining the Outcome/Research Gap** - The "outcome" of an RRL is finding the Research Gap. You summarize what the literature says and, more importantly, what it *doesn't* say, which justifies why your study is necessary.

# HTWC1

## INTRODUCTION

- Present the research problem
- Identify the existence of unsatisfactory condition
- State the rationale of the study
- Explain the historical background of the problem
- Elaborate research setting

**Must explain the:**

- Desire to discover something
- Desire to find a better way of doing something or of improving a product
- Desire to have deeper and clearer understanding of a situation, circumstance or phenomenon

## STATEMENT OF THE PROBLEM

It is a formal articulation of the specific topic which the researcher intends to address through a rigorous study. It briefly addresses the question: “what is the problem that the research will address?”

- Direct the reader’s attention quickly to the issues
- Help you to clearly identify the purpose of the study
- Transform a generalized problem into a targeted, well-defined problem.

**FORMAT:**
IDEAL -> REALITY -> CONSEQUENCE

**STEPS:**

- Construct statement 1 by describing a goal or desired state of a given situation, phenomenon, etc. (**IDEAL**)
- Describe a condition that prevents the value, state, or goal discussed in step 1 from being achieved. (**REALITY**)
- Connect steps 1 and 2, using: “but”, “however”, “unfortunately”, or “in spite of”.
- Show how step 2 contains promise of improvement. Emphasize the solution when research is done. (**CONSEQUENCE**)

## GENERAL AND SPECIFIC PROBLEMS

- Formulate the general and specific problems before conducting the research
- State specific sub-problems **in interrogative form.**
- Must be clear and unequivocal
- All the specific questions will give a complete development of the entire study
- Enough questions to cover the development of the whole research
- Must contribute to the development of the whole research problem
- Make sure that it is researchable
- Must be based upon known facts and phenomena
- Can be interpreted

## ASSUMPTIONS AND HYPOTHESIS

- a self-evident truth which is based upon a known fact or phenomenon.

### Guidelines In The Use Of Basic Assumptions:

1. You cannot assume the value of your study.
2. You cannot assume the reliability of your instruments.
3. You cannot assume the validity of basic data.
4. You cannot assume that your population is typical.
5. An assumption is not tested, neither defended nor argued.

- A tentative conclusion or answer to a specific question raised at the beginning of investigation.

### NULL AND OPERATIONAL HYPOTHESIS

There is no significant relationship between the variables (**NULL**)
There is a significant relationship between the variables (**OPERATIONAL**)

### HOW TO WRITE THE HYPOTHESIS

1.) ask a question
2.) do some preliminary research

3.) formulate your hypothesis
4.) refine the hypothesis
5.) 3 ways to phrase your hypothesis
a.) if.. then b.) correlation/effect c.) comparison
6.) write a null hypothesis

# SIGNIFICANCE OF THE STUDY

**Guidelines**

1. Write the rationale, timeliness and relevance
2. List the possible solutions to the problem
3. State the benefits to the society
4. Possible contribution to the fund of knowledge

**Parts**

1. Introductory Statement
2. Presentation of the Beneficiaries

*Each beneficiaries should contain a description of the specific benefits of the research to the study (HIERARCHICAL)

# DEFINITION OF TERMS

**Guidelines**

1. Only terms, words, or phrase which have special or unique meanings in the study are defined.
2. Terms should be defined operationally
3. The researcher may develop his own definition from the characteristics of the term defined. This is also an operational definition.
4. Cite conceptual definitions from reliable published materials such as dictionaries etc. This is also known as theoretical definition.

| CONCEPTUAL OR THEORETICAL DEFINITION | OPERATIONAL DEFINITION |
|---|---|
| • It is the **universal meaning** that is attributed to a word or group of words and which is understood by many people. | • It is the meaning of the concept or term **as used in a particular study** and stated in concrete term in that it allows measurement. |
| Customer satisfaction – is often defined as the degree to which a customer's experience with a product or service conforms to his or her expectations and the ideal experience. | Customer satisfaction – can be defined as the measurement of customers' rate based on a five-point scale: Very Satisfied, Satisfied, Neutral, Dissatisfied, and Very Dissatisfied. |

5. Definitions should be as brief, clear, and unequivocal

6. Acronyms should always be spelled out fully especially if it is not commonly known or if it is used for the first time.

## SCOPE AND DELIMITATIONS OF THE STUDY

**Scope:**

- Explains the extent to which the research area will be explored in the work

**Delimitations:**

- The characteristics that limit the scope and describe the boundaries of the study

**EXAMPLE:** Researcher wants to study the impact of mobile games on behavior patterns of college students

| SCOPE OF THE STUDY | DELIMITATIONS |
|---|---|
| In scope, the researcher narrows down the study by stating:<br>• Group of 100 Chemical engineering college students in 3rd year and 4th year of one specific school<br>• Students at Pamantasan ng Lungsod ng Maynila<br>• Duration of 5 months<br>• Some research tools and methodologies | In delimitations, the researcher should state:<br>• Why he/she chose to study a sample population of 100 college students<br>• Why he/she selected students from 2nd year and 3rd year and not 1st year and 2nd year<br>• Why he/she chose students at Pamantasan ng Lungsod ng Maynila over other schools<br>• Lack of time or financial resources |

**GUIDELINES:**

- General Purpose
- Subject Matter or Topic
- Locale of the study
- Population or Universe
- Period of the Study

## LIMITATIONS OF THE STUDY

- They are the constraints on generalizability, applications to practice, and/or usefulness of findings
- It is an opportunity to make suggestions for further research
- Claiming limitations is a subjective process because you must evaluate the impact of those limitations.

**COMMON LIMITATIONS:**

- Self-Reported Data
- Sample Size
- Lack Of Reliable And/Or Available Data
- Lack Of Prior Research Studies On The Topic
- Cultural And Other Type Of Bias
- Accessibility Of Data
- Fluency In Language
- Longitudinal Effects

**STRUCTURE AND WRITING STYLE**

- Describe each limitation in detailed but concise terms
- Explain why each limitation exists; Assess the impact of each limitation
- Provide the reasons why each limitation could not be overcome
- Describe how these limitations could point to the need for further research
- Write it either at the beginning or at the end of the discussion
- Demonstrate what doesn't work or what needs further clarification

## THEORETICAL FRAMEWORK

- This is the tentative explanation or theoretical explanation of the phenomenon or problem.
- Serves as a basis for the formulation of the hypothesis
- Strengthen your research

**Theoretical Framework in 3 Steps**

- Identify Your Key Concepts
- Evaluate And Explain Relevant Theories
- Show How Your Research Fits In;

Aim to do the following:

- Test whether a theory holds in a specific context
- Use theory as a basis for interpreting your results
- Critique or challenge a theory
- Combine different theories in a new or unique way

## CONCEPTUAL FRAMEWORK

- Illustrates what you expect to find through your research.
- Defines the relevant variables for your study
- Maps out how they might relate to each other

**PARADIGM**

A paradigm is a diagrammatic representation of a conceptual framework. It depicts in a more vivid way what the conceptual framework wants to convey.

# HTWC2

## CHARACTERISTICS of the RELATED LITERATURES and STUDIES CITED

6. Materials must be recent as possible
7. Must be objective and unbiased as possible
8. Must be relevant to the study
9. Must not be too few but not too many

- Fifteen years old materials may be irrelevant.
- Exemptions are scientific laws, formulas, and statistical procedures.
- Undergraduates - 10, Master's - 15 to 25, Doctorate - 20 and above

## WAYS OF CITING RELATED LITERATURE AND STUDIES

- By author or writer
- By topic
- Chronological

## WHICH CITATION TO USE AND WHEN?

- APA (American Psychological Association) - Science, education, psychology
- MLA (Modern Language Association) - Language, philosophy, literature
- Chicago - Business, fine arts, history

## APA CITATION STYLES

### A Work by TWO AUTHORS

Research by **Wegener and Petty (1994)** supports...

**…. (Wegener & Petty, 1994)**

### A Work by THREE or MORE AUTHORS

**… (Kernis et al., 1993)**

Kernis et al. (1993) suggest…
Et. al. -> et alia (and others)

## A Work by THREE or MORE AUTHORS

**For citing multiple works with similar authors:**

**Jones, Smith, Liu, Huang, and Kim (2020)**
**Jones, Smith, Ruiz, Wang, and Stanton (2020)**
**;**
**(Jones, Smith, Liu, et al., 2020)**
**(Jones, Smith, Ruiz, et al., 2020)**

## UNKNOWN AUTHOR

**Titles of books and reports are italicized;**
**Titles of articles, chapters, and web pages are in quotation marks**

A similar study was done of students learning to format research papers ("Using Citations", 2001).

## ORGANIZATION as an AUTHOR

According to the American Psychological Association (2000),....

First citation: (Department of Science and Technology [DOST], 2019)
Second citation: (DOST, 2019)

## TWO or MORE WORKS in the SAME PARENTHESIS

(Berndt, 2002; Harlow, 1983)

**Citing multiple works by the same author in the same parenthetical citation:**
(Smith, n.d., 1995, 2002, in press)

## AUTHORS with the SAME LAST NAME

(E. Johnson, 2001; L. Johnson, 1998)

## Two or More Works by the SAME AUTHOR in the SAME YEAR

Research by Berndt (1981a) revealed strong correlations. However, a parallel study (Berndt, 1981b) resulted in inconclusive findings.

## Citing INDIRECT SOURCES

**Name the original source in the signal phrase. List the secondary source in your reference list and include the secondary source in the parentheses.**

Johnson (1985) argued that... (as cited in Smith, 2003).

(Johnson, 1985, as cited in Smith, 2003, p. 102).

## Citing ELECTRONIC SOURCES

**Cite an electronic document the same as any other document by using the author-date style.**

Kenneth (2000) explained...

## UNKNOWN AUTHOR and DATE

**Use the title in the signal phrase and use the abbreviation "n.d." (for "no date").**

Another study of students and research decisions discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).

# WHAT TO CITE AND WHAT NOT TO CITE

- Major Findings
- Principles
- Conclusion
- Ideas
- Generalizations

### Sources include but are not limited to:

- Books
- Government and Corporate Reports
- Journals
- Online websites
- Conference Proceedings
- Thesis and Dissertation

## WHEN TO CITE

- Cite when you are directly quoting
- Cite when you are summarizing and paraphrasing
- Cite when you are writing something  highly debatable.
- Cite when you use facts or statistics

### Guidelines for summarizing:

- Condense the material
- Omit extras from the material
- Simplify the material

### Guidelines for paraphrasing:

- Change the organization of  ideas for emphasis
- Simplify the material
- Clarify the material

## WHAT NOT TO CITE

- Your own insight.
- Common knowledge.

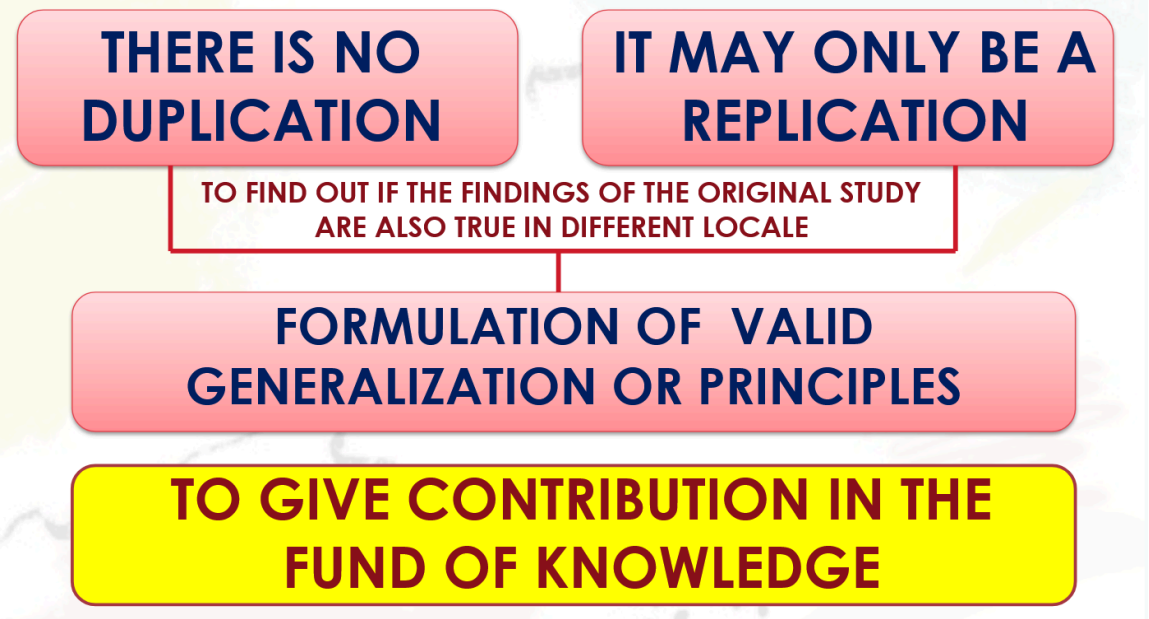
## QUOTING A MATERIAL

- Taking the exact words from an original source
- You should quote material when you believe the way the original author expresses an idea is the most effective means of communicating the point you want to make.

### GUIDELINES IN QUOTING A MATERIAL

- The words that will be quoted should not be too long
- It should be written single spaced with wider margins at the left and right sides of the paper but without any quotation marks **(BLOCK QUOTATION)**

## JUSTIFICATION OF THE STUDY




## CONCLUSION

The review of related literature is an essential step in the research process because it gives the investigator a complete understanding of what is known and about the ways he can design and carry out his research study more effectively. The characteristics of related literatures and studies to be cited must be as recent as possible, must be as objective and unbiased as possible, must be relevant to the study and must not be too few but not too many.

Different fields of study calls for different citation styles to be used. For sciences, APA style is utilized. APA citation still follows the general Author-Year format, however there are additional rules to be followed as most citation materials does not follow the “One Author, One Work” configuration. These rules are employed in citation of RRL and RRS which can be in three different ways: by author/writer, by topic, and by chronological order.

In citing sources, you have to use your best judgment, and probably err on the side of over-citing, as you are learning to do academic research. Knowing what is and is not common knowledge is a practiced skill that gets easier with time and with your own increased knowledge. One tip to lessen confusion is to determine whether the same data is repeated in multiple sources. If it is not, it is best to cite.

Quotations can provide important pieces of evidence and lend fresh voices and perspectives to the narrative. However, quotations can also clutter the text and interrupt the flow of the argument if not used correctly. The majority of your paper should still be your original ideas in your own words (after all, it's your paper) and quotations are only one type of evidence: well-balanced papers may also make use of paraphrases, data, and statistics.