

Optimizing Research Article Structure and Style: Best Practices for Ensuring Clarity and Impact in Scholarly Publications

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Abstract

Composing a scholarly article involves diligent work and calls for clear expression, systematic organization, and a deep knowledge of the topic. The study at hand explores ways how to write a research article. The paper also looks into how one can present results comprising tables, figures, and narratives coherently. It further provides a detailed account of the key aspects that should be observed while writing a research article, with a view of giving proper guidance on how to use the suggested techniques to analyze data and relate them to the research questions, and give proper and logical conclusions. By gathering words from many research and scholarly articles, the researchers have examined the best steps for writing any academic article. Using the CARS model, the researchers examine ways and moves that help set the steps for writing the gap for an article. The methodology section provides a detailed look at article structure and style, as well as practices for ensuring clarity, rigor, and impact in scholarly publications. The analysis and discussion section is answered, which helps the researchers understand how to situate their research findings within the existing literature. The analysis of the study shows that the study will help set researchers on the course necessary to produce important, relevant, and admirable research papers that generate a good scholarly impact on their disciplines and in the practical field of life. Improving the presentation and organization of research articles is mandatory for readers' understanding, promoting a thorough approach and increasing their impact on the readers. Future recommendations point out areas for continued research and possible places for further study.

Keywords: CAR's Model, Clarity, Rigor, Admirable Research, Scholarly Publications.

Introduction

The introduction is the essential and first part of writing any article. The introduction makes the readers interested in continuing to read. Techniques for doing this include starting with a quote, a surprising fact, or a provocative question (Lunsford & Connors, 1999). It provides the background information (context) to the topic being discussed. The introduction establishes the importance of the article. An introduction presents the thesis statement. According to Hacker and Sommers

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(2016), a clear thesis statement highlights the argument or purpose of the article, which guides the reader on what to expect.

According to Swales and Feak (2012), the introduction follows a general-to-specific structure, also known as the funeral approach. It involves a general background, which begins with broad information about the topic, narrowing down, which gradually narrows down the focus of the specific research questions, and a thesis statement that clearly states the main argument or purpose of the study.

The writers are suggested to create a research space known as Swale's CARS model, which is a widely recognized approach for writing introductions in any academic writing. It includes

Move 1: Establishing a Centrality

Step 1: Claiming centrality

Step 2: Making a topic generalization

Step 3: Reviewing previous research

It highlights the importance of the research area.

Move 2: Establishing a Niche

Step 1: Counter claiming

Step 2: Indicating a gap

Step 3: Question arising

Step 4: Continuing tradition

It identifies a gap in the existing literature or a specific problem that needs addressing.

Move 3: Occupying the Niche

Step 1: Outlining purpose

Step 2: Announcing the present research

Step 3: Announcing principal findings

It outlines how the current article will fill this gap or address the problem.

A research gap is an important step in the research process. It involves elaborating on those areas within existing literature that require further investigation. According to Creswell (2014), the research gap represents an area of unexplored or under-explored knowledge that the current study aims to address. Identifying a research gap helps to justify why a new study is necessary. Articulating a clear research gap demonstrates that the study will contribute new knowledge to the field. Clearly articulating the research gap involves specifying what is missing in the existing knowledge and explaining the way the new study will fill that gap (Booth et al., 2016). A well-organized presentation about the gap in the research usually has these parts: finding the gap, explicating why it matters, and outlining how the study will tackle it (Booth & Sutton, 2016). Finding and elucidating a research gap is a crucial step in the process of research. It helps to show why the study is needed and clarifies what it will focus on. The researchers can clearly find mandatory missing information and explain how their study will fill those gaps.

Crafting an introduction for an article is a crucial step in the overall writing journey. The introduction gives basic information and reasons for the study, which helps the readers understand what the article is about.

Following are certain steps for writing an introduction to an article:

Establishing the Context

The primary purpose of the introduction is to provide a clear and concise context for the research. Swales and Feak (2012) suggest that the introduction should begin with a wide range of details about the topic, gradually focusing on the specific research questions. This approach, known as the CARS model, involves three steps: set up a territory, set up a niche, and occupy that niche.

Reviewing the Literature

A thorough literature review within the introduction helps to position the current study within the broader academic discourse. This involves summarizing relevant research findings, highlighting gaps or inconsistencies in the current knowledge, and demonstrating how the study will fill these gaps. Ridley (2012) stated that this very phase clarifies the significance of the research and reflects the researcher's prior extensive knowledge of the subject matter.

Defining the Research Problem

A vital aspect of the introduction is the clear explanation of the research problem. The problem must be clear, amenable to investigation, and of considerable importance. According to Creswell (2014), defining a clear research problem guides the direction of the study and ensures alignment between the research objectives and the issue being investigated.

Stating the Purpose and Objectives

After the problem is stated, the introduction explains what the study is about and lists its main goals. According to Punch (2016), a purpose statement should be clear and focused and should match the research problem and questions.

Outlining the Research Questions or Hypotheses

Placing research questions at the conclusion of the introduction directs the reader's attention to the key aspects of the topic that will be explored. Taking this significant step will facilitate the organization and structure of the next parts of the article. Maxwell (2013) says that research questions should be clear, specific, and something we can answer. They should also be linked to the research question and goal of the study.

Providing a Preview of the Structure

The introduction provides a brief overview of the article's structure. This preview enables readers to assess the text and grasp the manner in which the research findings will be conveyed. It can show how the argument makes sense and how the information is put together. According to Bem (2003), including this preview can improve the article's clarity and ease of navigation for readers.

Background of the Study

The background section of a study is crucial as it clarifies the subject matter and the motivations behind conducting the research. By outlining the research background, the reader gains insight into the topic, learns about its relevance, and receives a concise summary of existing knowledge. This explanation shows why the research is important and why we need to do this study (Creswell, 2013). According to Swales and Feak (2012), the background section highlights essential concepts, theories, and significant occurrences pertinent to the research subject. It explains why the study matters and what missing piece it wants to address. The background section should be easy to read and well-organized. Every paragraph should link to the one before it, creating a clear and smooth flow of information that helps the reader understand the research background. Use simple and

straightforward words to share information (Strunk & White, 2000). Writing an effective background for the study can take time and effort, particularly in terms of maintaining relevance and avoiding unnecessary details.

Maxwell (2013) states that providing too much information in the Background of the study can overwhelm the reader and obscure the main research problem.

Focus on Relevance: Mention the background information that is related to the topic under study, do not mention unnecessary details, include only information that is directly relevant to the research problem (Maxwell, 2013).

Avoid overloading: Do not mention too much detail about the topic. Boote and Beile (2005) state that avoid including excessive detail that does not contribute to the research context.

Seek Feedback: Discuss the topic with your friends and ask for clarity and relevance of the topic under study. Engage colleagues to review the background section and provide feedback on clarity and relevance (Belcher, 2009).

Statement of Research Problem

According to Maxwell (2013), the statement of research problems explains the potential impact of addressing the problem. The statement of the research problem is a very important component of any research article, which serves as the foundation upon which the entire body is built. It identifies the issue to be addressed, establishes its significance, and sets a stage for research questions and objectives. The research problem statement is essential for defining the focus and purpose of the study. According to Creswell (2014), the statement of the research problem articulates the issue being investigated and provides a rationale for why it is important to study this problem. It clearly defines the specific issue or problem to be examined. It explains why the problem is worth investigating. Moreover, Punch (2014) claims that the statement of the research problem helps to narrow down the broad area of interest into a specific issue that can be systematically investigated. Effective problem statements should be clear and concise. The problem statement should be clearly written and free of jargon to ensure that a broad audience easily understands it. The statement of the research problem should be clear and concise and avoid unnecessary details (Bell, 2010). The language should be clear so that readers can understand it well. Use clear and straightforward language to articulate the statement of the research problem (Strunk & White, 2000). The problem should be neither too broad nor too narrow; it must be specific to the topic under study. A well-formulated problem statement should be specific, focusing on a particular issue rather than a broad topic. Confirming that the problem is feasible to investigate, given the available resources and time, is an essential step in identifying the statement of the research problem. The problem should be narrowed down to a manageable scope (Kumar, 2011).

One of the main challenges in writing a problem statement is ensuring that it is neither too broad nor too narrow because overly broad problems can lead to unfocused research, while overly narrow issues can limit the study's significance. There must be a balance between specificity and breadth to ensure that the problem is both focused and significant (Maxwell 2013). Writing an effective research problem statement is crucial for the success of a research study. It provides a solid foundation for research study. Refine and revise the problem statement as the study progresses to ensure that it remains relevant and researchable (Creswell, 2014).

Purpose of the Study

The purpose of the research study is a fundamental element of research Design. It outlines what the study aims to achieve and why the research is being conducted. It articulates the objectives of

the study and establishes the foundation for the research design and methodology (Creswell, 2014). Yedigis et al. (2018) state that the purpose statement helps to clarify the study's aims and objectives, providing a clear direction for the research process and clearly defining what the study seeks to achieve. A well-written purpose paragraph justifies the need for the research, explaining why the study matters and what gap it will fill in the existing body of knowledge. It provides a rationale for why the research is necessary (Maxwell, 2013).

Effective purpose statements should be clear, concise, and specific and must have alignment with research questions and objectives. According to Creswell (2014), a statement of purpose should be specific, explaining the exact objectives of the study and eluding vague or ambiguous language. It must be specific and focused. The purpose statement should align with the research questions and objectives, ensuring that all aspects of the study are integrated and coherent (Yegidis et al., 2018). The purpose statement should be relevant to the field of the research and feasible given the available resources and constraints, ensuring that the purpose addresses a significant issue in the field. It is essential to ensure that the research objectives are attainable within the limitations of the study (Kumar, 2011). According to Belcher (2009), a research study consists of several key components, including a precise objective outlining the aim of the research and its significance. It explains the main aim of the research. Crafting a concise paragraph that conveys the objective of a research study holds significant importance. It guides the research and ensures that the survey remains concentrated and impactful.

Significance of the Study

Every academic paper features a significant section that highlights the importance of the study. It explains the research and shows why it matters. This section outlines the significance and applicability of the study within a broader context. The importance of the study section has several aims. It explains why the research is important, shows how it can help the field, and places the study in the context of what is already known. Creswell (2018) emphasizes that highlighting the significance of a study is crucial as it demonstrates how the research addresses gaps in knowledge, tackles specific issues, or contributes to current theories and methodologies.

Research Objectives

According to Creswell (2014), setting well-defined research objectives simplifies comprehension and establishes a structured approach to the study, indicating that the research is conducted systematically. The exploratory objectives play a crucial role in guiding the exploration process. They split the research questions into smaller, easy-to-handle tasks and explained the main topics of the study. They articulate the specific issues the study aims to achieve. According to Kumar (2011), clear research objectives help to concentrate the exploration by providing a clear direction and purpose. They help ensure that the study remains on track and that all efforts are aligned with the intended goal. They narrow down the broad exploration questions into specific tasks. Research objectives must be applicable to the exploration problem and aligned with the overall goals of the study. They must be directly relevant to the exploration problem. Research objectives help to structure the exploration process, guiding the selection of methodologies, data collection, and analysis. They guide the selection of applicable exploration styles (Punch, 2014). According to Bell (2010), research objectives should be specific and easily defined; specificity helps to avoid ambiguity and ensures that the objectives are focused and precise. They must ensure that the objectives can be measured using empirical data. Research objectives should be time-bound, meaning that they include a clear timeline for completion. Bell highlights the significance of

setting deadlines to ensure that the objectives progress smoothly and efficiently. The research objectives must consist of specific deadlines for achieving each goal. Kumar (2011) states that research objectives should be realistic and achievable within the constraints of the study, such as time, resources, and scope. The research objectives must be feasible given the study's limitations and ensure that the goals can be achieved within the available resources. Writing effective research objectives is essential for guiding the research process and ensuring that the study is focused and organized. Researchers can develop specific, measurable, attainable, applicable, and time-bound objectives that provide clarity and direction.

Research Questions

Writing research questions guides the research process, influences the methodology, and determines the scope of the investigation. This literature review explores the formulation of research questions, the different types of research questions, and best practices for writing them in academic articles. They provide a clear focus for the study and help in identifying the necessary data to be collected (Creswell, 2014). Research questions delineate the boundaries of the research, specifying what will be explored and what will not (Bryman, 2016). The nature of the research questions often dictates the methodological approach, whether it be qualitative, quantitative, or mixed methods (Tashakkori & Teddlie, 2010). According to Punch (2014), well-defined research questions aid in structuring the analysis and interpretation of data.

Formulating effective research questions involves several key steps:

Identifying a Research Problem; The first point for developing research questions is a well-defined research problem. According to Booth et al. (2008), a good research problem is specific, researchable, and significant.

Conducting the Literature Review

Reviewing existing literature helps to understand what has already been studied and identifies gaps that new research questions can address (Ridley, 2012).

Ensuring Feasibility: Research questions must be feasible in terms of time, and resources. This means they should be neither too broad nor too narrow (Punch, 2014).

Research questions can be categorized based on their purpose and the nature of the study. The main types include:

Descriptive Questions: These questions aim to describe the characteristics of a phenomenon. They often begin with “what” or “how” and are used to explore the current state of a subject. For example, “What are the key features of effective leadership in higher education?” (Creswell, 2014).

Comparative Questions: These questions aim at comparing two or more groups or variables with an attempt of getting a difference. Such questions typically have ‘how’ or ‘in what ways’ in them and also contain comparison. For example, “This might include, ‘What are the differences between online classes and conventional classroom learning?’” (Bryman, 2016).

Casual Questions: These questions ask about the dependencies or relations between different elements of a certain research subject. It is usually used when conducting studies that include experimental and quasi experimental research designs, and start with ‘why’ or ‘how’. For instance, “How can some approaches of teaching enhance the students’ attentiveness than others?”

Exploratory Questions: These questions are designed to be asked when entering an area of minimum known knowledge. They can be highly stated and frequently refer to ‘what’ or ‘how’. As indicated by Marshall and Rossman (2016) the sort of questions can be: ‘What are the challenges of first generation college student in managing university lives?’

Predictive Questions: These are questions that are used to forecast the implications of some conditions or steps. As a result of their development, they are frequently utilized in quantitative research conducted by social scientists. For instance, “What are the characteristics of/start-up tech companies that are likely to succeed?” (Saunders et al., 2019).

Following steps are necessary for writing research questions.

1. Research questions should be stated and formulated properly, and they should be specific enough to direct the research. Invest” questions are those that are either too broad or general, this can hamper research focuses (Creswell, 2014).
2. The specificity of the formulated research questions must correspond to the general aims and objectives of the study. This coherence assist in ensuring that the attempt does not lose focus and direction in the course of the research work (Saunders et al. , 2019).
3. Research questions should be formulated with regard to the selected research design and methodology. On the basis of Punch (2014), there are various kinds of questions appropriate for distinct sorts of research methods.
4. The research questions may have to be developed further as the study unfolds and more data is gathered. Possible to strengthen the quality of the research, having the possibility to refine questions for several times (Booth et al. , 2008).

Research questions are fundamental to the success of any academic research. They guide the research process, define the scope, and influence the methodological approach. By understanding the different types of research questions and following best practices in their formulation, researchers can ensure their studies are focused, relevant, and manageable. Well-crafted research questions ultimately contribute to the rigor and quality of academic scholarship.

Delimitations

In academic research, delimitations are constraints set out by the researcher with regard to the limits of the research work to be conducted. These boundaries are very important because they define the scope of the research and distinguish it from other similar works. Slightly different from boundaries that are external restrictions on the study, delimitations are decisions made by the researcher regarding the parameters within which the study will be carried out. Such decisions can involve the choice of objectives, more so, variables, the theoretical perspective, the method of research, and the population under study. Simon and Goes (2013) defined delimitations as 'the features that constrain the extent of a research study and which the researcher has the authority to decide on.'

These define what the research will entail and will not entail as a way of directing the study and considering the expectations of the study participants (Creswell, 2014). Such a practice helps capture the study's strength because declaring delimitations demonstrates the intention of the study's authors and increases the overall understanding of the research field (Yin, 2018). Hypotheses on [the study's] boundaries assist other researchers in conducting a remake in similar contexts and are important for the overall certification and dependability of the discoveries (Bryman, 2016, p.75). State definitively the limits of the study, the particular regions under focus, and those that are outside the research domain. This helps to avoid confusion and also informs the readers about the scope of the research (Merriam & Tisdell, 2015). Explain why it was necessary to set some of the boundaries. This is done by describing the logical reasons why the particular objectives, variables, methodologies, and population were selected or selected against.

For this reason, justification makes the study rather rich and shows that the researcher has considered the issue in a deeper way (Patton, 2015). Make sure the above delimitations correspond

with the research questions and objectives. It also becomes important for coherence in maintaining the focus and relevance of the study (Saunders et al., 2019).

Delimitations are a part of the scope of the study. In contrast, limitations the researcher can control are features that define the study outside the researcher's control. Explaining delimitations of a study in the context of research undertakings. Consider the following example extracted from the study dealing with qualitative research in education. If, for instance, a researcher seeks to establish the impact of a particular style of imparting knowledge and skills on the performance of high school students in urban areas of a particular country, then the delimitations cover the following. Suppose a researcher desires to focus on the outcome of a particular mode of teaching high school students in urban areas. In that case, the delimitations include implementing a method that incorporates interviews and observation only without quantitative methodologies such as surveys. Every one of these decisions contributes to its specification, which is beneficial for the research as it is easier to study a specific subject in detail when it has clear frames or limits.

Literature Review

Something that must be done before actually writing is to define the purpose and goals of the literature review. This should entail coverage of the kind of literature to be reviewed, the extent to which the review needs to be done, the available time, and the issues or areas of research to address. Stated goals enable the guide to narrow down the review and make sure that it captures pertinent features of the research question. A literature review is a comprehensive summary of previous research on a topic (Fink, 2014). Taylor (2012) defines a *literature review* as an account of what has been published on a topic by accredited scholars and researchers.

Steps for Writing Literature Review

The first procedural step is a proper literature search and the proper selection of articles found in the literature search. This ranges from looking for article titles in databases, journals, conference papers, and other academic sources. Hart (2018) also urged that the term systematic in relation to the searching process, if a more understanding and prejudiced-free review of the literature is to be arrived at, is used with precision and accuracy where specific keywords and search terms are employed.

The second step involves assessing and choosing the sources. Having sourced a number of overhead sources, the next step in the process is screening to determine the suitability of the sources that have been found. According to Torracco (2016), the criteria for the selection of pertinent literature sources can include the credibility of the authors, the methodological quality of the works, and their relation to the research question. This critical evaluation assists in ensuring that the information that will be used in the literature review is proper and relevant.

The third step of the organism is to categorize the literature according to theme or periodization, which can help the formation of a logical structure of the review. Thematic is the organization type in which themes, topics, or research questions group all the studies. In contrast, in the chronological type of organization, the studies are arranged according to the year of publication, as pointed out by Galvan and Galvan (2017). In this step, it is crucial to offer a logical discussion of the existing studies for the purpose of framing the research well.

The fourth step is synthesizing the literature, which entails, in this case, identifying and assessing the main findings of the chosen studies. According to Randolph (2009), it is recommended that the information gathered from different sources of varied nature is then patterned and compared in order to find out similarities, differences, trends, and relations between the studies.

The fifth step includes that, together with the presentation of the findings, one of the main bottlenecks of the review process is the identification of the gaps in the literature. These gaps also refer to the areas that need to be better developed or for which the literature is inconclusive. According to Machi and McEvoy (2016), such gaps can be utilized in defining the research questions through which the direction of the new study is established.

The last thing is to write the literature review section to bring into focus the research area and achievements, among other areas. Boote and Beile (2005) pointed out the key areas of a literature review as the introduction that gives background information, the body that identifies, selects, and integrates the literature, and the conclusion that offers a summary of the findings and the implications. Compelling language and logical structure focused on citation of the sources are vital when carrying out the literature review.

Methodology

The methodology of an article may include qualitative methods, quantitative methods, and mixed methods. The methodology section is a critical component of research articles, providing the framework for data collection, analysis, discussion, and interpretation. It ensures that the research is reproducible and that the findings are credible. It explains the nature of the research, specifying whether qualitative, quantitative, or mixed methods were used.

Quantitative Method

Quantitative research is concerned with measuring or relating behaviors, events, or factors, and it usually employs statistics. Characteristics of quantitative studies include elaborate descriptions of the research design, method of sampling, instruments used in data collection, and analysis techniques.

Quantitative research mainly involves experimental or quasi-experimental research or surveys. According to Creswell (2017), the type of design employed must be described succinctly, and the reason for selecting this particular design to answer the research question should be substantiated. Probability sampling methods such as simple random sampling, stratified sampling, or cluster sampling are crucial in enhancing the sample's generality (Fowler, 2014). The specific criteria of the study should be provided in the section called 'Methodology.' The sampling frame and sample size, as well as the justification for choosing that particular method, should be described. The quantitative method of data collection is more structured and entails the use of measuring tools such as questionnaires or inventories. There is a need to discuss the process of developing the instruments for the study and also the criterion, construct, and internal reliability of the instruments (DeVellis, 2016).

Methods for analyzing data must be described at the statistical level. It entails identifying programming software, analytical tests, and the criteria of significance. Quantitative research, on the other hand, is used to study phenomena in a measurable method and with clear results to make often generalized conclusions. The component that involves the design of qualitative research studies is the methodology section, which contains the research design, the selection of the participants, the data collection techniques, and the data analysis techniques.

Qualitative Method

Some of the typical qualitative research approaches include case studies, ethnographies, phenomenology, grounded theory, and narratives. Merriam and Tisdell (2016) stress the importance of discussing how the selected design is appropriate in the context of the research

goals. Purposive sampling is applied most frequently in qualitative research to address the issue and purpose. Researchers must describe how participants are recruited in a way that allows for the collection of diverse and valuable data (Patton, 2015).

Common types of qualitative research techniques include interviews, focus groups, observations, and document analysis. Specific procedures for these methods, such as data collection and handling, must be outlined (Creswell & Poth, 2018). According to Braun and Clarke (2006), thematic analysis, coding approach, and other narrative analyses are commonly used in such studies. Researchers should describe the steps for data analysis and how the study's credibility and accuracy will be ensured.

Mixed Method Approach

One of the key concepts is that mixed methods research entails both qualitative and quantitative methods to acquire an enhanced understanding of research questions. Specifically, on the integration of the two methods, the enumerative sequence of data collection, and why this approach was deemed appropriate. Creswell and Plano (2017) also emphasized that it is relevant to describe the selected design and how it integrates quantitative and qualitative data. Data collection in mixed-method research is done both quantitatively and qualitatively. There is a need to offer elaborate accounts of these procedures and how they would be incorporated (Plano et al., 2016). It is vital to conduct the analysis and integration of data collected by using both methods. On how both quantitative and qualitative data would be integrated, narrated, or interfused, the researchers must indicate how this will cover the research questions (Onwuegbuzie & Johnson, 2006).

Analysis and Discussions

The fourth chapter of the research article has most of the study's results, along with explanations and discussions. The analysis and discussion sections of a research article are important because they explain and summarize the study's results. These sections help talk about the study's results, compare them with other similar studies, make conclusions, and suggest ideas for future research. Descriptive and inferential statistics are often used in research that involves numbers, while thematic or content analysis is used in research that focuses on ideas and opinions. Statistical tests are used in number-based studies to decide how important certain results, relationships, and differences are among the people or things being studied. When writing about these analyses for a scientific paper, the author needs to mention which statistical tests were used to analyze the data and provide information on how the data varies and its average values to show what has been studied. The analysis section and the discussion of the research article offer a vital part of the research for understanding the findings and relating them to the existing literature on the given topic. These sections enable researchers to justify the outcomes that they have found.

Analysis

The analysis section involves examining existing data collected to reveal patterns, trends, and other relevant relationships. Quantitative and qualitative research use different data analysis processes. In quantitative research, the analysis section typically includes descriptive analysis, where data summaries are provided, and inferential analysis, where hypothesis testing is possible.

Discussion

The discussion should link the findings to prior literature by explaining how one supports the other. Swales and Feak (2012) also stress the directive about how they wish the students to discuss the

results in comparison with previous research/studies, giving an account of the research issue. Concerning theoretical contributions, researchers should engage in the discussion of theory-related outcomes. According to Creswell (2018), adopting methods of connecting results to theories can enrich the findings of a study in the field. One way is always to make sure to show the practical objectives of the study to demonstrate relevance. In line with Weiss (1998), the author posited that presenting how the study findings can be translated to practical settings raises the significance of the investigation.

Conclusion

Creating a good introduction is important for a research study because it provides background information, looks at existing research, and clearly explains the research problem, purpose, and objectives of the study. Using the CARS model helps to organize information clearly, starting with a general background and moving to a specific main point. It shows why the study is important and points out missing information in what has already been written about the topic. This introduction helps create a clear and organized research paper, leading the reader through a logical story. The methodology section is important for making sure others can repeat the study. It explains whether the study uses qualitative, quantitative, or mixed methods. Each of these approaches needs different ways to collect and analyze data. The analysis and discussion parts explain the results, using numbers or themes to show trends and compare the findings with earlier studies. In the end, the conclusion reviews what the study found, mentions its limitations, and suggests practical advice and ideas for future research. This helps make sure the research is important and useful.

As the researchers concluded the current article at hand in the above paragraph, similarly, one should write a conclusion to the article by observing the following explanation of writing a conclusion.

A *good conclusion* may be defined as an extraordinary final line that makes an impact on the reader by producing profound thoughts that can be a question to the reader (Turabian, 2018). The conclusion is the restatement of the research problem. Writing the conclusion should begin with an emphasis on the problem or the objective to help the readers remember the focus of the study (Creswell, 2018). A strong conclusion finishes with a statement or question that the author wants the reader to think about after reading the article (Turabian, 2018). Booth et al. (2008) stated that it is essential for the study's limitations to be stated openly as it enhances the believability of the research. Thus, suggesting areas for further study proves that interest in the topic is still present (Silverman, 2013).

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