

Qualitative Research Reporting Assignment

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The qualitative case scenario addressed the question, “What are youth’s motivations for using technology and how does it impact their daily functioning?” The purpose of the research was to investigate the reasons underlying young people's compulsive usage of technology and how this behavior affects their day-to-day living. Consensual qualitative research, through interviews, was used in this study. Using this technique, they were able to learn information from the individuals to better understand their experiences.

Key concepts were gathered, and patterns, themes, and linkages were found in the data by coding and analyzing the participants' responses to several questions regarding the impact that their technology use has on their daily lives. There were two primary themes that emerged from the interviews with the ten participants. The first theme was stated as, “Youth use technology as their main source of peer connection.” This theme stems from several of their statements. Billy shared, “I play video games with my friends each day when I get the chance.” Another quote was from Melissa, who said, “I’m in school all day long and when I get home, I want to be able to talk to my friends.” Additionally, Mark confessed, “Most nights I stay up late so I can group chat with friends.” These statements support the argument that technology is often the main source of connection that these adolescents have with their friends.

The second theme that arose from the interviews was, “Youth use technology when it is expected from them.” Ruth shared that, “even when I’m with my family I can’t help but look at my phone.” Another quote that supports this theme was when Jeff admitted, “My friends always want me to text them or be online even when it is a school night.” Finally, Krista offered, “I have over a thousand followers on Instagram, so I have to post every day, so they keep following me.”

It is apparent, from these statements, that many adolescents feel compelled by their peers to use technology, through texting and social media, even when it shouldn't normally be convenient.

Both of these themes directly address the research question because they both demonstrate the fundamental causes of the students' excessive usage of technology on a daily basis and how it is affecting their lives. Their motivation for technology use varied from the need to connect with their friends and peers to getting away from the demanding circumstances in their lives. According to the young people who participated in this study's interviews, connecting with their friends and meeting social expectations are the main reasons they use technology. Students often use technology excessively because they feel obligated to stay in touch with their friends and because they are expected to do so.

The implications of the results of this study for the counseling field are numerous. Research indicates that kids who spend too much time on screens are more likely to experience anxiety, despair, and low self-esteem (Guo et al., 2023, p. 1). School counselors must be alert in seeing these problems and provide the right kind of assistance. Additionally, as social media and online communication have grown in popularity, there has been a growth in cyber-bullying and harassment (Zhu et al., 2021, p. 8). Counselors need to be equipped to deal with these problems and assist pupils in creating coping mechanisms. And finally, because excessive use of technology could cause distractions and short attention spans, it can have a detrimental effect on pupils' academic performance (Cardoso-Leite et al., 2021, p. 1). Counselors can assist kids in improving their study and time management skills.

Resources

Cardoso-Leite, P., Buchard, A., Tissieres, I., Mussack, D., & Bavelier, D. (2021). Media use, attention, mental health and academic performance among 8 to 12 Year Old children.

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measures. *Frontiers in Public Health*, 9. <https://doi.org/10.3389/fpubh.2021.634909>

Benchmark Research Proposal

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Abstract

Using a grounded qualitative research approach, this study investigates the emotional and cognitive impacts of breakfast missing on elementary-aged children. The study, which includes 100 students between the ages of 7 and 10, attempts to spot patterns and develop a theory on the effects of skipping breakfast on behavior, health, and academic performance. To find themes, patterns, and correlations, data will be gathered via surveys, interviews, and classroom observations. NVivo software will then be used for analysis. The results will improve knowledge of how eating breakfast affects students' well-being and academic achievement.

Keywords: breakfast, qualitative research, NVivo, children

Benchmark Research Proposal

Literature Review

Research offers an analysis of the frequency of missing breakfast and identifies significant demographic variables linked to this practice. According to one study, 55.0% of students said they never skipped breakfast, 17.4% said they skipped it occasionally, 18.0% said they skipped it frequently, and 9.5% said they skipped it every day. Women, seniors in high school, and residents of rural, isolated, and socioeconomically deprived areas were the groups most likely to skip breakfast, (Sincovich et al., 2022).

Studies regularly demonstrate the detrimental effects of breakfast skipping on cognitive abilities like memory, attention, and executive functioning. For instance, children who skip breakfast often do worse academically, as seen by lower test scores and grades, according to research published in BMC Nutrition, (Abebe et al., 2022). According to another study in Public Health Nutrition, missing breakfast is linked to worsening school atmosphere and cognitive engagement, (Moller et al., 2021). A study by Gao et al. found that academic success and regular breakfast eating are positively correlated. According to this article, children who eat breakfast regularly show improved test scores, motivation, and cognitive ability (Gao et al., 2021).

Lack of breakfast was linked to decreased emotional and cognitive involvement; this might be explained by processes including long-term health effects and short-term energy supplies. Consequently, lowering the incidence of missing breakfast may improve student involvement in the classroom, (Martins et al., 2020).

Reduced psychosocial well-being and increased behavioral issues are associated with skipping breakfast. Youngsters who miss breakfast are more prone to feel depressed and anxious,

(Abebe et al., 2022). These students frequently display more behavioral difficulties, such as hyperactivity and conduct concerns, (Moller et al., 2021).

Eating breakfast regularly is essential for preserving a healthy body weight and balanced diet. Children who miss breakfast are more prone to engage in bad eating habits, such as consuming more sugary snacks and less vital nutrients, (Smith et al., 2017). Long-term health problems including obesity and metabolic diseases often result from this.

The results of these studies on the consequences of skipping breakfast have significant implications for school counselors, since they may assist children achieve better academic results by addressing the issue of breakfast skipping. School counselors are essential in helping children maintain their emotional, behavioral, and academic well-being, and encouraging students to have breakfast every day may be a part of a holistic plan to deal with various psychological and scholastic problems.

Problem Statement

Moller et al. looked into how missing breakfast affected students' emotional and cognitive involvement in the classroom. It was concluded that a lack of breakfast is linked to decreased emotional and cognitive involvement; this can lead to long-term negative health effects and short-term low energy supplies. Consequently, lowering the incidence of missing breakfast may improve student involvement in the classroom. The gap statement found in this study is, "Research on the consequences of breakfast skipping among students tends to focus on academic outcomes, rather than student well-being or engagement at school." (Moller et al., 2021 p. 3356).

Method

Research Questions

The research question for this study is, “What are the emotional and cognitive effects of missing breakfast on elementary-aged children?” This question is important to answer because many students are coming to school without having had an adequate breakfast if any at all.

Research on the cognitive, emotional, and behavioral effects of this lack of sustenance to begin their day could have an impact by offering fact-based insight into how students' breakfast practices affect their mental, emotional, and behavioral health. School counselors can use this knowledge to provide focused treatments that enhance students' academic and emotional health.

Research Design

To identify patterns and develop a theory on the impacts of skipping breakfast on behavior, health, and academic success, a grounded qualitative research technique will be used to address this research issue. Triangulation is a useful tactic to improve the reliability of the data in a grounded qualitative research methodology. Using different data sources, methodologies, or researchers, the results are cross-checked and validated using this technique (Nazar et al., 2022).

Implications for the Counseling Field

This research can benefit the counseling profession in several ways. School counselors can help identify kids who could be at risk of behavioral and academic issues as a result of skipping breakfast by employing early screening techniques. Furthermore, these insights might guide the creation of student-specific targeted interventions, such as breakfast programs and nutritional counseling.

These results can also help schools design policies that encourage healthy eating practices and guarantee that every student has access to a balanced meal. The findings can be used by school counselors to take a more comprehensive approach, addressing social and emotional as

well as intellectual factors of students' well-being. By focusing on these issues, this research can contribute to developing a more supportive and productive learning environment, to improve students' general well-being and academic achievement.

Integration

Scripture highlights the value of holistic well-being, which integrates physical, emotional, and spiritual health, and offers instances of people who are involved in research (Wesley Taylor V, 2019). In light of 1 Corinthians 6:19–20, which reminds us that our bodies are the temples of the Holy Spirit and should be treated as such, this research is consistent with the biblical idea of treating the whole person. This research highlights the significance of promoting students' physical and spiritual well-being by incorporating this idea, illustrating an all-encompassing counseling strategy that respects the holistic nature of people.

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