Major Parts of a Research Article

Research articles contain several standard parts. It’s important to understand each part in order to evaluate the research article you are reading.

The various parts may be presented in a slightly different order, or be titled differently, but the essential parts of the paper will be the same.
Title and Author information:

- The title provides the main idea of the article.
- Authors are listed along with their affiliations.

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EMPIRICAL RESEARCH

**Future Orientation, School Contexts, and Problem Behaviors: A Multilevel Study**

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Abstract:

A paragraph that summarizes the article.

Abstract: The association between future orientation and problem behaviors has received extensive empirical attention; however, previous work has not considered school contextual influences on this link. Using a sample of N = 9,163 9th to 12th graders (51.0% females) from N = 85 high schools of the National Longitudinal Study of Adolescent Health, the present study examined the independent and interactive effects of adolescent future orientation and school contexts (school size, school location, school SES, school future orientation climate) on problem behaviors. Results provided evidence that adolescent future orientation was associated independently and negatively with problem behaviors. In addition, adolescents from large-size schools reported higher levels of problem behaviors than their age mates from small-size schools, controlling for individual-level covariates. Furthermore, an interaction effect between adolescent future orientation and school future orientation climate was found, suggesting influences of school future orientation climate on the link between adolescent future orientation and problem behaviors as well as variations in effects of school future orientation climate across different levels of adolescent future orientation. Specifically, the negative association between adolescent future orientation and problem behaviors was stronger at schools with a more positive climate of future orientation, whereas school future orientation climate had a significant and unexpectedly positive relationship with problem behaviors for adolescents with low levels of future orientation. Findings implicate the importance of comparing how the future orientation-problem behaviors link varies across different ecological contexts and the need to understand influences of school climate on problem behaviors in light of differences in psychological processes among adolescents. [ABSTRACT FROM AUTHOR]
Introduction:

- Provides background.
- States the purpose of the research.
- May discuss previous research leading up to the study.
- May state a hypothesis or question.

Adolescent problem behaviors are significant social and personal detriments that threaten the well-being of youth, families, and communities. According to problem behavior theory (Jessor et al. 2003), youth with pessimistic future expectations possess a greater personal vulnerability for involvement in problem behaviors. Nurmi (1991) also identified adolescents not oriented toward the future as being at greater risk for engaging in problem behaviors. Previous studies have provided evidence of a relationship between future orientation and a variety of problem behaviors (e.g., Bolland 2003; Oyserman and Saltz 1993; Robbins and Bryan 2004); however, most previous work has been based on modest convenience samples, thus restricting generalizability of findings. In addition, almost no work has adequately considered the independent and interactive effects of future orientation and school contexts on youth problem behaviors, although Bronfenbrenner’s (1979, 1989) ecological system model calls for integration...
Methods or Methodology:

- Describes how the research was conducted.
- Gives details about the sample, assessment measures, and procedure.

**Methods**

**Sample**

Data for this study were selected from the first two waves of the National Longitudinal Study of Adolescent Health (Add Health) restricted-use, contractual dataset, a nationally representative study designed to examine social contextual influences on teens’ health and risk behaviors (Harris et al. 2009). Beginning in 1994 (1994–1995, Wave I), researchers selected a random sample of 7th to 12th grade students from schools across the country. The school sample of Add-Health dataset is stratified, random sample of all high schools (i.e., schools that included a 11th grade)
Results or Findings:

- Summary of the findings presented in text or table format.
- May have individual sections with specific information.

Results

Attrition Analyses

Multivariate logistic regression analyses were conducted to compare the key characteristics of the participants selected for the current study with non-participants (i.e., 9th to 12th graders from high schools who participated in Wave I of the Add Health study but were not included in the present study due to non-participation in Wave II of the study or missing data in study constructs). Specifically, Wave I age, sex (0 = male, 1 = female), race/ethnicity (European American youth as the comparison group), and family structure (0 = other, 1 = two biological parents) as well as Wave I impulsivity, future orientation, and problem behaviors were used to predict attrition (0 = participants, 1 = non-participants). In comparison to participants of the current study, non-participants were more likely to be older adolescents ($b = .41$, $p < .001$) and males ($b = -.09$, $p < .05$) and to live in homes without two biological parents ($b = -.19$, $p < .001$). In addition, non-participants were more likely to report higher levels of future orientation at Wave I ($b = .12$, $p < .01$). Participants and non-participants did not differ in their racial/ethnic backgrounds nor in their Wave I levels of problem behaviors and impulsivity.
Discussion:

- Explains how the results answered the research question.
- May suggest future areas for research.

Discussion

The association between future orientation and problem behaviors has received extensive empirical attention; however, previous work has relied on modest and often non-representative samples and has not examined this link with a consideration of developmental contexts generally. School environment is one of the multiple interrelated contexts within which youth develop (Bronfenbrenner 1979). Thus, the current study aimed to build on previous work by examining the independent and interactive effects of future orientation and school contexts on adolescent
References

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