**Research Philosophy, Theory and Quantitative Analysis**

In the Ontological characteristic refers to the ability to provide descriptive analysis of characteristics or the realistic concept of a descriptive nature. The exam anxiety dataset provided information on statistics of gender, exam performance, exam anxiety and time spent revising. The information data of significance for correlation and other variables seemed measurable, realistic and fixed.

The axiological characteristic mentions the values and roles of research biases in the scientific processes. The research's biases should be as objective as possible. The researcher also should make an effort to remove personal biases, such as opinions and values out of their research data.

The epistemological characteristic is the "Study of how we know what we know." The exam anxiety dataset analysis was based on the various concepts of research descriptive statistics, correlation, means analysis and regression analysis is interpreted by the dataset analysis presented for each model. Empirical "Direct observations" techniques were used to obtain information on various dataset analysis. The research results were empirical and scientific in nature, theoretical, systematic, and it provided a process for open ended analysis. The research included data and facts.

The Methodological characteristic is the various strategies that is applied to collect the research data included a research question, variables and the levels of statistics. The models used to collect qualitative and quantitative research was the linear regression analysis, generalized linear model, independent groups’ t-test, data interpretations, simple linear regression, descriptive data analysis with pre-existing data available, etc.

The Null Hypothesis was emphasized in the non-parametric test in unit 7. The null hypothesis concluded that there were no significant correlations between the variables. The null hypothesis allows the researcher to analyze whether there is a framework for the hypothesis analyzed.

Research Article

In the peer-reviewed article, "The Impact of Classroom Evaluation Practices on Students" by Terence J. Crooks, discusses anxiety on practices of evaluation for students and their outcomes. There are both negative and positive effects involving evaluations in the classroom settings. The article mentions how the impacts on students’ performance is effected in the classroom.

References

Crooks, T. J. (1988). The Impact of Classroom evaluation practices on students. Review of educational research, winter 1988, Vol. 58 No. 4, 438-481.