

Template for Tables

The examples for tables will assist our authors to format the tables according to the need of the manuscript for Innovare Journal of Education.

All these tables have taken from samples papers available on the website of APA 7.0 guidelines.

<https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers>

The full credit goes to APA.

Table 1

Demographic Information for Focus Group Participants

Demographic characteristic	Focus group		
	1 (<i>n</i> = 9)	2 (<i>n</i> = 6)	3 (<i>n</i> = 6)
Gender			
Male	4	5	0
Female	5	1	5
Prefer not to say	0	0	1
Employment status			
Student	3	6	5
Staff member	6	0	1
Highest education			
GCSE	0	0	0
Further/vocational education	1	5	4
Higher education	1	1	0
Postgraduate degree	7	0	2

Note. GCSE = General certificate of secondary education.

Table 2
Focus Group Schedule

Topic covered in focus group	Specific question	Corresponding image prompt
Ice-breaker discussion	Tell us your name, your favorite and least favorite smartphone application. What patterns do you see in the types of applications we like/dislike? How is your behavior with your phone influenced by your favorite/least favorite apps?	None
Dependence on smartphones	What do people think about the amount of time spent on a smartphone?	A smartphone and a hand
Interpersonal relationships and the smartphone	How do smartphones contribute to the ways you communicate?	A romantic couple both individually looking at smartphones
Limits of smartphone behaviors	Can anybody think of places where mobile phones should not be used?	Group of commuters individually using smartphones; a smartphone set in a library, in a cinema
Smartphone dangers	What might be risky about smartphones? How might smartphones provide safety/security?	A smartphone user crossing the road, a smartphone user exercising
Summary	How would you summarize your relationship with your smartphone?	None

Table 3*Characteristics of Students Enrolled in the Undergraduate Course*

Characteristic	Course offerings			Total (<i>N</i> = 61)
	First (<i>n</i> = 15)	Second (<i>n</i> = 28)	Third (<i>n</i> = 18)	
Age, <i>M</i> (<i>SD</i>)	20.5 (1.6)	22.6 (8.1)	21.4 (3.0)	
Ethnicity or race				
Black or African American	14	23	15	52
White or European American	0	3	0	3
Other ^a	1	2	3	6
Gender				
Female	11	22	15	48
Male	4	6	3	13
Grade level ^b				
Senior	9	16	3	28
Junior	4	8	12	24
Sophomore	2	2	3	7

Note. ^aThe “other” classification was composed of students who self-identified as Latina, Filipina, or multiracial. ^bAll students did not provide their grade level.

Table 4
Thematic Categories with Codes Across Course Offerings

Theme and code cluster	Course offering (% coverage)		
	First	Second	Third
Awareness of social justice issues			
Change thinking	20	30	36
Diverse issues	1	7	7
Diverse people	9	12	7
Domestic violence	1	36	1
Ecological systems	36	42	48
Local community	11	18	29
Immigration	83	1	26
Inequalities	62	42	52
Mental health	26	4	1
Behavioral control			
Changing roles	3	6	7
How to change	22	24	32
Make a difference	5	18	14
Social justice behaviors			
Activist	4	14	16
Advocate	3	12	22
Build community	1	1	3
Committed	1	4	13
Involvement	1	3	19

Table 5*Median Scores Across the Course Offerings from Beginning to End of the Course*

Measure	Beginning of course			End of course			Difference	
	<i>Mdn</i>	Min.	Max.	<i>Mdn</i>	Min.	Max.	<i>Mdn</i>	<i>p</i>
Social Justice Scale composite	150.00	119.00	171.00	152.32	123.00	168.00	-2.32	.08
Attitudes subscale	74.50	56.00	77.00	74.04	59.00	77.00	0.46	.46
Behavioral Control subscale	32.00	20.00	41.00	32.49	25.00	35.00	-0.49	.51
Subjective Norms subscale	19.00	5.00	28.00	20.87	13.00	28.00	-1.87	<.05
Behavioral Intentions subscale	26.00	17.00	28.00	25.47	16.00	28.00	0.53	.29

Note. Min. = minimum; Max. = maximum.