CHAPTER V
TABLES AND FIGURES

THE GUIDE TO APA STYLE: 7TH EDITION

NATIONAL TAIWAN NORMAL UNIVERSITY

INTERNATIONAL HUMAN RESOURCE DEVELOPMENT

2021-2022

Table Checklist

- Is the table necessary?

- Does the table belong in the print and electronic versions of the article, or can it be placed in supplemental materials?

- Are all comparable tables in the paper consistent in presentation?

- Are all tables numbered consecutively with Arabic numerals in the order in which they are first mentioned in the text? Is the table number bold and flush left?

- Are all tables called out or referred to in the text?

- Is the table title brief but explanatory? Is it written in italic title case and flush left?

- Does every column have a column heading, including the leftmost (stub) column? Are all column headings centered?

- Are all abbreviations explained (with exceptions as noted in Section 7.15), as well as the special use of italics, bold, parentheses, dashes, and symbols?

- Are the table notes, if needed, in the order of general note, specific note, and probability note? Are the notes double-spaced and flush left and in the same font as the text of the paper?

Table Checklist (continued)

- Are table borders correctly applied (at the top and bottom of the table, beneath column headings, above table spanners)?

- Is the line spacing of the table correctly applied (double-spacing for the table number, title, and notes; single-spacing, one-and-a-half-spacing, or double-spacing for the table body)?

- Are entries in the left column flush left beneath the centered stub heading? Are all other column headings and cell entries centered (except when aligning entries to the left would improve readability)?

- Are confidence intervals reported for all major point estimates? Is the confidence level—for example, 95%—stated, and is the same level of confidence used for all tables and throughout the paper?

- If the results of statistical significance testing are included in the table, are all p values correctly identified? Are exact p values provided? Is the "p <" notation used only when needed? When the "p <" notation is used, are asterisks or daggers attached to the appropriate table entries and defined? Are asterisks or daggers used consistently to indicate the same p value in all tables in the same paper?

Table Checklist (continued)

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Table Sample

Table 3.1

The Description of Participants

Participant Code	Job Changeovers	Industry Changeovers	Seniority (In total)	Leadership Experience	Current Role
P1	2 times	3 times	2–3 years	No	Administrative
P2	3 times	2 times	5–6 years	No	Managerial
P3	5 times	2 times	6–8 years	Yes	Managerial
P4	3 times	2 times	17–18 years	Yes	Managerial
P5	3 times	3 times	20–21 years	No	Managerial
P6	2 times	2 times	3–4 years	Yes	Administrative
P7	5 times	2 times	8–9 years	Yes	Managerial
P8	4 times	3 times	10–11 years	Yes	Managerial
P9	6 times	3 times	3–4 years	No	Administrative
P10	5 times	2 times	2–3 years	No	Administrative

Table Sample

2. Properties of study variables

Describe the properties of study variables (e.g., means, standard deviations).

Table 3.2

Mean, Standard Deviations and Correlations Among Study Variables

	M	*SD*	1	2	3	4	5	6
Expected Education	2.53	1.31						
Previous Work Experience	1.55	.70	.24					
Salient Future Work Selves	4.48	1.51	.12	.38	(.93)			
Perceived Control	3.51	.65	.09	.29	.69**	(.81)		
Career Planning	3.83	.71	.17	.25	.57**	.41**	(.79)	
Proactive Skill Development	3.91	.69	.13	.31	.36**	.39**	.67**	(.70)

Note. n = 55. Cronbach alphas are shown in the bracket.
* $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$.

Table Sample

Table 3.3

Frequencies and Chi-Square Results for Belief Perseverance in Attitudes Toward Celebrities (n = 201)

Source	Do not believe		Unsure		Believe		$\chi^2(2)$
	n	%	n	%	n	%	
Media reports	17	8.46	140	69.65	44	21.89	124.75*
Family reports	47	23.38	106	52.74	48	23.88	34.06*
Friends' reports	42	20.90	112	55.72	47	23.38	45.52*
Caught by media	19	9.45	82	40.80	100	49.75	54.00*
Celebrity display of behavior	12	5.97	61	30.35	128	63.68	101.22*

***p* < 0.001.

Table Sample

Table 3.4

Results of Curve-Fitting Analysis Examining the Time Course of Fixations to the Target

Logistic parameter	9-year-old		16-year-old		$t(40)$	p	Cohen's d
	M	*SD*	M	*SD*			
Maximum asymptote, proportion	.843	.135	.877	.082	.0951	.347	0.302
Crossover, in ms	759	87	694	42	2.877	.006	0.840
Slope, as change in proportion per ms	.001	.0002	.002	.0002	2.635	.012	2.078

Notes. For each participant, the logistic function was fit to target fixations separately. The maximum asymptote is the asymptotic degree of looking at the end of the time course of fixations. The crossover is the point in time where the function crosses the midway point between peak and baseline. The slope represents the rate of change in the function measured at the crossover. Mean parameter values for each of the analyses are shown for the 9-year-olds ($n = 24$) and the 16-year-olds ($n = 18$), as well as the results of *t* tests (assuming unequal variance) comparing the parameter estimates between the two ages.

Table Sample

4. t-test results

When there is only one t test to report, the results should be incorporated into the text. Use a table to report the results of multiple *t* tests.

Table 3.5

Analysis for the Interaction of Professor Type and Timing of Response on Perceptions of Professor Traits

Professor Trait	End of semester professor type		Start of semester professor type		F ratio	p	$\eta2$
	Typical	Effective	Typical	Effective			
Dedicated	4.706	4.789	4.154	5.000	19.26	.0001	.15
Easy to understand	3.059	4.895	3.321	4.429	5.01	.028	.03
Fair	4.000	4.263	3.731	4.667	5.75	.019	.06
Manipulative	1.471	1.632	1.731	1.238	3.92	.051	.05
Insensitive	2.059	1.526	2.538	1.143	8.12	.006	.06

Notes. Means with different subscripts differ at the $p = .05$ level by Duncan's new multiple range test.

Figure Checklist

☐ Is the figure necessary?

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☐ Has the file been produced at a sufficiently high resolution to allow for accurate reproduction?

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☐ Is the figure image simple, clear, and free of extraneous detail?

☐ Are all elements of the image are clearly labeled?

☐ Are the magnitude, scale, and direction of grid elements clearly labeled?

Figure Checklist (continued)

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☐ Are all the abbreviations explained as well as the use of special symbols?

☐ If the figure includes a legend to define symbols, line styles, or shading variants, does the legend appear within or below the image? Are words in the legend written in title case?

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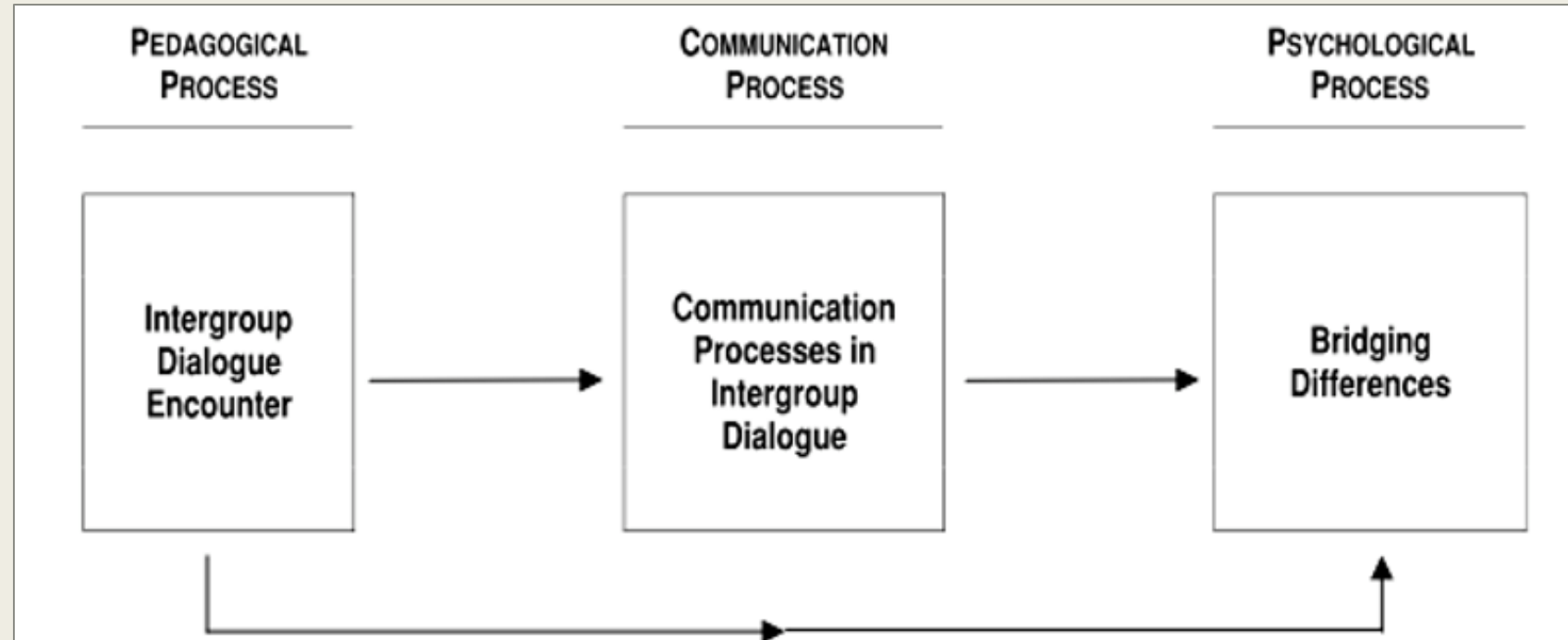
FIGURE SAMPLE

Example I

Figure Number (Bold, 12-point)

Figure Tile (Italics, Title Case Heading, 12-point)

Figure 3.1

Theoretical Model of Intergroup Dialogue: Integrating Pedagogical, Communication, and Psychological Processes

| PEDAGOGICAL PROCESS | COMMUNICATION PROCESS | PSYCHOLOGICAL PROCESS |

Intergroup Dialogue Encounter → Communication Processes in Intergroup Dialogue → Bridging Differences

Note. Adapted from "Breaking Barriers, Crossing Borders, Building Bridges: Communication Processes in Intergroup Dialogues," by B. A. Nagda, 2006, *Journal of Social Issue*, *62*(3), p. 560. Copyright 2006 by The Society for the Psychological Study of Social Issues.