

FIDEL GUTIÉRREZ VIVANCO

UNIVERSITY THESIS

**FOUNDATION, STRUCTURE AND APPLICATION OF
THE UNIVERSAL SCIENTIFIC METHOD - PRINCONSER**

THE BOOK OF ALL RESEARCH BOOKS

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***Foundation, Structure and Application of the
Universal Scientific Method – Princonser***

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CHAPTER 0: READING GUIDE TO THE PRINCONSER METHOD

What every thesis researcher should know before starting

Who are you, thesis researcher?

If you are reading this book, you are probably in one of the following three states:

State	Diagnosis
Operational confusion	You know you have to write a thesis, but you don't know where to start. You have read contradictory methodologies.
Structural frustration	You have already started, but your work is not progressing. You feel that something deep is missing, not just technique.
Search for meaning	You sense that the thesis should serve something more than obtaining a degree. You want your work to transcend.

This book was written for you, in any of those three states. But there is a condition: you may need to rethink some ideas that conventional methodology has taught you.

What this book is not

- A recipe book of methodological formulas

Because → You will not find rigid steps for "writing a thesis in 10 steps".

- **A compendium of sampling or statistical techniques** because → That exists in other books. Here we go to the foundation.

- **A neutral text** because → This book has a thesis: all research must conclude in a scientific law.

Foundation of the Princonser Method

Before continuing, you must understand the structure of the method that guides this entire work.

The **Universal Scientific Method – Princonser** is organized into four hierarchical levels:

1. Universal Essence: It is the proportional unit of energy and matter in continuous interaction and unidirectional transformation. All systems in the universe manifest this unit.

2. Universal Principles: They govern the behavior of systems based on the Universal Essence. They express the fundamental relationships between energy and matter.

3. Universal Laws: They regulate the functioning of systems based on universal principles. They allow us to understand how systems are transformed and maintained.

4. Scientific Laws: They are the specific expression of universal laws in a concrete research context. They are the final result of a thesis.

Every thesis, in this method, consists of applying this structure from the essence to the formulation of a scientific law.

The 5 concepts you must master before starting

If you can only remember five things from this chapter, let them be these:

1. Energy (E)

It is not a mystical concept. In the Princonser Method, energy is everything that organizes, gives direction, or precedes material manifestation.

Examples: an idea, a principle, an intention, a universal law.

2. Matter (M)

It is everything that manifests itself, is recorded, or observed.

Examples: a datum, a written text, a graph, a survey response.

3. Descending hierarchy

Higher-level energy organizes and directs lower-level matter. This order is not arbitrary but derives from the structure of the method: essence is expressed in principles, principles in laws, and laws in concrete manifestations. Not the other way around.

It is not the data that generate the law. It is the law (energy) that organizes the data (matter).

4. Materialization (E → M)

The process by which an idea, principle, or certainty becomes materialized in something tangible.
Example: your thought (E) becomes written text (M).

5. Dematerialization (M→E)

The process by which, from material things, you extract a new principle, certainty, or law.

Example: from your data (M), you formulate a law (E).

Complete cycle of the thesis

Universal principle (E) → Materialization in your case study (M) → Dematerialization into law (E)

The E–M cycle applied to your thesis (concrete example)
Suppose you are researching leadership in small businesses.

Step	Process	Type
1	You start from a universal principle grounded in the method	Energy (E)
2	You design instruments, collect data, conduct interviews	Materialization (E → M)
3	You analyze the data and find consistencies	Dematerialization (M → E)
4	You formulate the contextual scientific law	New energy / Law

Crucial observation

The universal principle was already there. Data do not create it: they manifest it in a concrete context. The final law is the explicit expression of that principle in your field of study.

Why this work does not use the term "hypothesis" (and neither should you)

In conventional methodology, it is taught that the thesis begins with a hypothesis: an assumption that is tested with data.

In the Princonser Method, the hypothesis is nullified.

Problem with the hypothesis	Princonser Solution
It starts from doubt, not from certainty	It starts from a universal principle
Data "prove" or "refute"	Data coherently materialize or do not materialize the principle
The conclusion is probable, provisional	The conclusion is a law, that is, an applied certainty
Ascending logic (data → conclusion)	Descending logic (principle → application → law)

Do not ask: *"What hypothesis am I going to test?"*
Ask: *"What universal principle do I apply, and how do I materialize it in my case to manifest its law?"*

The guiding principle of the entire work

"Every university thesis, regardless of the type of research, must be conducted from its philosophical foundation, its scientific development, and its ethical orientation towards the formulation of a scientific law, said law being a certainty obtained by the coherent application of universal principles."

How to use this book according to your profile

This book is not read linearly.

It is traversed as a system that leads from the foundation of knowledge to the formulation of a scientific law.

Depending on your situation, you can follow this route:

If you are a novice thesis researcher (never written a thesis)

Follow this order:

1. Chapter 0 (basic understanding of the method)
2. Foreword (understanding the real problem of the thesis)
3. Introduction (structure of knowledge)
4. Part I (Foundations of knowledge)
5. Part II (Thesis structure)
6. Part III (Methodological development)
7. Then continue with the rest of the book

If you have already started your thesis but are stuck

Follow this order:

1. Chapter o
2. Part II (Thesis structure)
3. Part III (Methodological development)
4. Part IV (Analysis and law formulation)
5. Then go through the rest of the book

If you are an advisor or lecturer

Follow this order:

1. Chapter o
2. Part I (Foundations of knowledge)
3. Part II (Thesis structure)
4. Part V (System integration)
5. Part VII (Institutional expansion)

If you are an experienced researcher

Follow this order:

1. Chapter o
2. Part IV (Scientific law formulation)
3. Part V (Thought integration)
4. Part VI (Application in disciplines)
5. Then deepen according to your field

Structural reading of the book

This book follows a complete movement of knowledge:

- Descent ($E \rightarrow M$): foundations $\rightarrow$ structure $\rightarrow$ method
 $\rightarrow$ data
- Ascent ($M \rightarrow E$): data $\rightarrow$ analysis $\rightarrow$ integration $\rightarrow$ law
- Integration: thought and system
- Application: disciplines
- Expansion: university and society

The promise of this book (and your responsibility)

Promise: If you apply the Princonser Method from beginning to end, your thesis will not be a mere procedure. It will be an act of creating certainty and a universal contribution.

Responsibility: Once you know that the thesis must conclude in a law, you will no longer be able to write superficial theses. That is uncomfortable. But it is the price of excellence.

Before continuing...

Did you understand the difference between energy and matter?

Did you understand why we do not use hypotheses?

Did you understand that your thesis must end in a law?

If the answer is yes, you are ready for the Foreword and Introduction.

If you still have doubts, return to this Chapter 0. Here lies the foundation of everything that follows.

FOREWORD

1. The structural crisis of the university thesis

Thousands of students begin a thesis every year... but many do not manage to complete it. The university thesis, in its current form, is experiencing a situation that cannot be explained solely by student difficulty or the complexity of the topics. The crisis observed is structural in nature.

In multiple academic contexts, thesis writing has become a process perceived as complex, fragmented, and, in many cases, difficult to complete. Thesis researchers face difficulties in starting, developing, and concluding their research, even when they have methodological guides, institutional norms, and academic advising at their disposal. This situation reveals a deeper phenomenon: the existence of a gap between the formal structure of research and the real understanding of knowledge. The form is mastered, but the foundation is not always understood.

The thesis, in many cases, is developed as a set of parts that fulfill academic requirements but fail to integrate into a coherent unity. This manifests itself in the fragmentation between the problem, the theoretical framework, the methodology, the results, and the conclusions.

It is not a failure of the thesis researcher, but rather a condition of the current research model, in which methods, although valuable, are not always articulated by a common foundation that grants them structural coherence.

The crisis of the university thesis is, therefore, a crisis in the understanding of knowledge.

2. The need for a universal foundation of knowledge

Faced with this situation, the need arises to establish a basis that allows the different elements of the research process to be integrated.

Knowledge cannot be understood as an accumulation of theories, methods, or data. It requires a structure that allows us to understand its origin, its formation, and its purpose. Without this basis, the research process tends to become fragmented.

The diversity of approaches —quantitative, qualitative, and mixed— as well as the variety of epistemological currents, reflect different ways of approaching reality. However, when these forms are not articulated within an integrative framework, knowledge loses coherence.

It becomes necessary, then, to recognize a foundation that allows:

- understanding the unity of the phenomenon under study
- integrating the different research approaches
- giving coherence to the research process
- orienting the development of knowledge

This foundation does not replace existing methods, but rather organizes them, deepens them, and gives them meaning.

The recognition of a universal foundation of knowledge allows us to understand that every phenomenon can be approached as a structure, and that knowledge itself responds to an organization that can be identified, understood, and developed.

3. The thesis as a path towards scientific law

The university thesis, in its most developed form, should not be limited to describing, interpreting, or concluding about a phenomenon. Its purpose can reach a higher level: the formulation of scientific laws.

Traditionally, the thesis culminates in conclusions that synthesize the results obtained. However, these conclusions, although necessary, represent an intermediate level of knowledge.

When the phenomenon is understood in its structure, when its relationships are identified, and when its dynamics are analyzed coherently, it becomes possible to recognize regularities that transcend the particular case.

These regularities, when formulated in a structured manner, constitute scientific laws.

From this perspective, the university thesis can be understood as a process that:

- begins with an affirmation
- develops through argumentation and demonstration
- and culminates in the formulation of a law

This approach does not depend on the chosen type of research. In quantitative, qualitative, or mixed studies alike, it is possible to reach this level when the phenomenon is understood in its structure.

In this way, the thesis ceases to be merely an academic requirement and becomes an instrument for the development of knowledge at its highest level.

The present work proposes a structured journey that allows the reader to understand the university thesis from its origin, its development, and its purpose.

Through this journey, the reader will find a guide that not only organizes the research process but also leads it towards a level of understanding in which knowledge ceases to be fragmented and acquires coherence.

The university thesis is thus presented as a path that, when correctly understood, allows one to advance from the formulation of an idea to the formulation of the laws that govern phenomena.

INTRODUCTION

Note from the Princonser Method: This work does not use the term "hypothesis" in the conventional sense (an assumption to be tested through data). It starts from universal principles that are applied descensively, and arrives at a law as certainty, not as probability.

1. What is a university thesis

Before defining what a thesis is, it is necessary to understand why it is so difficult to develop today. The university thesis is traditionally understood as an academic work that demonstrates the student's ability to research, analyze, and present a given topic. This definition, although correct in its form, is insufficient when seeking to understand its true nature.

In a deeper sense, the university thesis is the structured manifestation of knowledge in process. It is not merely a document, but rather a path in which thought is organized, developed, and verified in relation to reality.

Every thesis implies:

- an initial affirmation
- a process of rational development
- a form of verification

This process reflects the dynamics of knowledge itself, in which thought connects with the object of study to achieve understanding.

From this perspective, the thesis is not only an academic requirement but also an expression of the development of

the development of knowledge within the university sphere.

2. The current difficulty of the thesis: a structural reading

At present, the writing of the university thesis is perceived by many students as a complex process and, in some cases, difficult to complete.

This difficulty manifests itself at different moments in the process:

- when defining the problem
- when structuring the theoretical framework
- when selecting the methodology
- when developing the argumentation
- when elaborating the conclusions

However, these difficulties do not necessarily respond to a lack of ability on the part of the thesis researcher, but rather to a deeper situation: the absence of a structural understanding of knowledge.

The research process is usually developed through the application of methods, norms, and formats which, although necessary, are not always articulated by a foundation that grants them coherence.

As a consequence, the thesis can become a set of parts that fulfill specific functions but do not always manage to integrate into a coherent unity.

Understanding this difficulty at its root allows us to

recognize that the problem is not the thesis researcher, but rather the way in which knowledge is understood and organized.

3. The thesis as a philosophical, scientific, and ethical process

The university thesis can be understood as a process that integrates three fundamental dimensions of knowledge:

- **a philosophical dimension**
- **a scientific dimension**
- **an ethical dimension**

In its *philosophical dimension*, the thesis emerges as an affirmation of thought that seeks to be developed through argumentation.

In its *scientific dimension*, the thesis is structured as a process of demonstration, in which knowledge is organized, analyzed, and verified.

In its *ethical dimension*, the thesis orients knowledge towards a purpose, linking the research result with its impact on reality.

These three dimensions are not mutually exclusive; rather, they are integrated into a continuous process. Philosophy gives origin to knowledge, science develops it, and ethics gives it direction.

Understanding the thesis from this integration allows us to overcome fragmentation and move towards a more

complete vision of the research process.

4. Guiding principle: every thesis must arrive at a scientific law

One of the central propositions of this work is that the university thesis can reach a higher level of development: the formulation of scientific laws.

Traditionally, the thesis culminates in conclusions that synthesize the results obtained. However, these conclusions represent an intermediate level of knowledge.

When the phenomenon is understood in its structure, when its relationships are identified, and when its dynamics are analyzed coherently, it becomes possible to recognize regularities that transcend the particular case.

These regularities, when formulated in a structured manner, constitute scientific laws.

This principle does not depend on the type of research. In quantitative, qualitative, or mixed approaches alike, it is possible to reach this level when the phenomenon is approached from a structural understanding.

In this way, the university thesis ceases to be merely an academic requirement and becomes a means to formulate the laws that govern reality.

5. Universal scope of the work: personal, social, and planetary

The present work is not limited to proposing an improvement in the writing of the university thesis. Its scope is broader.

On the *personal level*, it allows the thesis researcher to understand the process of knowledge, organize their thinking, and develop their research with clarity and coherence.

On the *social level*, it contributes to the generation of structured knowledge, applicable in different fields, strengthening scientific and academic development.

On the *planetary level*, it introduces an ethical orientation of knowledge, linking research with the conservation of humanity and the planet Earth.

This approach recognizes that knowledge is not neutral but has implications for reality. Therefore, its development requires not only scientific rigor but also direction.

The university thesis can be understood as a path that begins with the formulation of an idea and culminates in the structural understanding of a phenomenon.

Throughout this work, a journey is proposed that allows the reader to advance from the origin of knowledge to the formulation of scientific laws, integrating the philosophical, scientific, and ethical dimensions.

This journey does not impose a method but rather offers a

a structure that allows knowledge to be organized, understood, and developed coherently.

PART I

FOUNDATIONS OF KNOWLEDGE (DESCENT $E \rightarrow M$)

CHAPTER 1 – ORIGIN AND EVOLUTION OF THE UNIVERSITY THESIS

1. The thesis as an act of thought

The thesis does not emerge as an academic structure nor as an institutional requirement, but rather as the manifestation of a fundamental principle of knowledge: every cognitive process constitutes a unity in which thought organizes and structure expresses.

In its most essential form, the thesis is an affirmation: the moment in which thought adopts a position in relation to reality and begins its process of materialization. This act reveals that knowing is not only perceiving, but also organizing, interpreting, and establishing relationships, evidencing the inseparability between foundation and structure.

This initial affirmation is not arbitrary: it is grounded in the Universal Essence as a unit of energy and matter, where thought (energy) organizes its manifestation into structure (matter).

Every thesis, in its origin, is an affirmation that demands development. It is not a final result, but rather the starting point of a process that must advance towards coherence, demonstration, and the integration of knowledge.

Application: the thesis researcher transforms an initial idea into a structured research problem.

Example: an intuition about a social phenomenon becomes a researchable question through a methodological design. metodológico.

2. Etymological origin

The word thesis, from the Greek *thésis*, means placement or affirmation. This indicates that the thesis is an idea placed within the field of knowledge to be developed.

This placement is dynamic: every affirmation implies a process that goes from the general to the particular, progressively structuring knowledge.

In its etymological origin, the thesis contains three essential elements: affirmation, structure, and development. These elements reflect the transit from energy (idea) towards matter (structure), in accordance with the materialization process.

This confirms that the thesis is not an isolated element, but rather a system in evolution.

Application:

identify the transit idea → structure → development.

Example: an initial proposition becomes organized chapters that develop knowledge.

3. The thesis in classical philosophy

In the philosophical tradition, the thesis emerges as an organization of thought aimed at understanding reality from principles. This shows that knowledge is not born from data, but from the structure that organizes it.

Philosophical thought introduces coherence, foundation, and argumentation, which constitute the initial mechanisms of knowledge construction. At this level, the thesis is an intellectual direction that has not yet been fully structured, but that guides all subsequent development.

Classical philosophical currents represent different ways of organizing this basis, giving rise to interpretations that will later be developed in science.

This level corresponds to the predominance of energy (thought) in the organization of knowledge.

Application: recognize the philosophical foundation of all research.

Example: a quantitative thesis responds, even if not explicitly, to a particular conception of reality.

4. The thesis in the medieval university

With the emergence of universities, the thesis acquires academic form. The affirmation of thought becomes a structured object that can be presented, debated, and validated.

Public defense introduces an essential dimension: the interaction of knowledge. The idea is not only formulated but is also contrasted, strengthened, and legitimized in an academic context.

This process expresses the interaction between energy (idea) and matter (structure), in accordance with the laws that regulate knowledge systems.

However, its essence remains: the thesis continues to be an affirmation that demands coherence and argumentative ability.

Application: understand thesis defense as structural validation of knowledge.

Example: the presentation and defense of a thesis as a process of strengthening thought.

5. The thesis in modern science

Modern science introduces the need to demonstrate knowledge through systematic procedures. The thesis is transformed into a structured system that integrates problem, objectives, theory, method, and results.

Here the operational dimension of knowledge is consolidated: the initial idea materializes into verifiable data, and these, in turn, allow the generation of understanding.

This process does not eliminate thought but rather organizes it and makes it verifiable, maintaining the relationship between energy (organization) and matter (data).

Methodological application:

- **Quantitative:** measurement of variables
- **Qualitative:** interpretation of meanings
- **Mixed:** structural integration

Example: a statistical analysis is interpreted to generate comprehensible knowledge.

6. The thesis in the contemporary university

At present, the thesis has been formalized into methodological structures that organize knowledge but do not always guarantee its coherence.

A predominance of form over meaning is frequently observed: investigations that appear well-structured but are disconnected in their foundation.

This situation generates fragmentation, making integration between problem, theory, and results difficult.

This fragmentation represents a rupture in the coherence of the energy-material system of knowledge.

Application: identify the internal coherence of the research system.

Example: theses that are complete in form but lack logical connection between their parts.

7. From form to foundation

The evolution of the thesis shows a transit from idea towards structure, but also reveals the need to return to the foundation to achieve coherence.

The Princonser Method enables this return by reorganizing knowledge from the Universal Essence, the principles, and the laws that structure the system.

It does not replace existing methods but rather grounds them, integrates them, and potentiates them, allowing research to recover its internal coherence.

Application: restructure the thesis from its organizing principle.

Example: redefine an investigation from its foundation to achieve total coherence.

8. Chapter summary

The university thesis is a system in evolution: it is born as an affirmation of thought, develops in philosophy, is structured in science, and is formalized in the university.

When this process loses coherence, fragmentation emerges.

When it is integrated, the possibility of structural knowledge capable of transcending opens up.

This explains why many theses fail: not due to lack of method, but due to lack of coherence between their components.

Understanding this evolution allows the thesis researcher to reorganize their investigation from its foundation and advance towards higher levels of integration, preparing the way for the formulation of a scientific law.

Integración del contenido clave del capítulo

Level	Nature	Expression
Philosophical	Affirmation	Origin of thought

Level	Nature	Expression
Scientific	Development	Structuring of knowledge
Ethical	Orientation	Direction towards law

Structural reading table

Dimension	Content
Philosophical	The thesis is born as an affirmation of thought
Scientific	It is developed through argumentation
Ethical	The thesis is oriented towards conservation

Immediate application for the thesis researcher

1. What is the base affirmation of your thesis?
2. How are you developing it?
3. Towards what purpose is it directed?

CHAPTER 2 – KNOWLEDGE AS AN ENERGY–MATERIAL SYSTEM

1. Nothing arises from nothing: foundation of knowledge

Knowledge does not appear spontaneously nor does it emerge as an isolated phenomenon; rather, it responds to the **Universal Essence**: everything that manifests is the result of the interaction between energy and matter.

This condition implies that all knowledge possesses a structured origin, which negates the idea that it could arise as a casual accumulation of data.

In nature, no phenomenon exists independently, since every system is constituted by organized relationships between its components. In the same way, knowledge is a manifestation of this universal structure, where energy (organizing principle) gives form to matter (observable expression).

Recognizing that nothing arises from nothing implies accepting that knowledge has a foundation, that is, it responds to principles that organize it and give it coherence.

Application: the thesis researcher does not start from data, but from a universal principle that guides their research.

Example: before designing an instrument, the principle that organizes the phenomenon under study is identified.

2. Knowledge as a system

If every phenomenon is a system, knowledge must also be understood as such: an organized unit of components, relationships, and dynamics. This implies that it is not a static object, but rather a process in permanent transformation.

In this system, knowledge manifests itself as an interaction between what is known (matter) and the way in which it is known (energy), evidencing the principle of inseparability. This interaction allows us to overcome the fragmented vision of knowledge as a mere accumulation of information.

Methodological application:

- Quantitative → analyzes material components of the system
- Qualitative → interprets energetic dynamics of the system
- Mixed → integrates both levels into a single structure

Example: an educational phenomenon is not only data (performance), nor only perceptions (experience), but the interaction of both.

3. Material component of knowledge

Knowledge possesses a material dimension that is expressed in its capacity to be stored, organized, and structured. This dimension includes memory, neural structures, and information records.

At this level, knowledge acquires stability, which allows its conservation within the system, in correspondence with the principle of conservation.

However, matter alone does not generate knowledge; it requires energy to organize it.

Application: use of data, records, instruments.

Example: a database represents materialized knowledge, but not interpreted knowledge

4. Energetic component of knowledge

Knowledge also possesses an energetic dimension that manifests itself in its dynamism: thought, reasoning, interpretation, and understanding.

This dimension allows knowledge to reorganize and evolve, evidencing the constant interaction between energy and matter. Energy is not directly observable, but it manifests in the capacity to transform information into understanding.

Without this dimension, knowledge would remain static and would lose its capacity for development.

Application: analysis, interpretation, reflection.

Example: data analysis transforms information into meaning.

5. Materialization of knowledge (E → M)

Knowledge is formed through a descent process in which energy is transformed into matter. This process occurs when thought is organized and fixed into concrete structures.

Materialization manifests itself in:

- research design
- construction of instruments
- data recording

This process allows knowledge to acquire stability, but it also implies a limitation: the material is a partial representation of the energy that originates it.

Application in research:

- Idea → questionnaire (quantitative)
- Idea → interview guide (qualitative)

Example: a principle materializes into observable variables or categories.

6. Dematerialization of knowledge (M → E)

The inverse process allows matter to be transformed back into energy. This occurs when data are analyzed and interpreted.

Dematerialization manifests itself in:

- data analysis
- interpretation of results
- formulation of conclusions

This process constitutes the ascent of knowledge, where matter is reorganized into the form of understanding, preparing the way towards the formulation of a scientific law.

Application in research:

- Statistics → interpretation (quantitative)
- Narratives → understanding (qualitative)

Example: survey data become an explanatory principle of the phenomenon.

7. The brain as a transformation system

The brain represents the system where the interaction between energy and matter of knowledge occurs. In it, energy materializes into neural structures, and matter dematerializes into cognitive processes.

This system allows the integration of knowledge into coherent structures and its transformation when it loses coherence.

The brain is not a simple storehouse, but rather a dynamic system of continuous transformation.

Application: understanding the cognitive process of the thesis researcher.

Example: learning implies transforming information into coherent mental structures.

8. Purpose of knowledge

The purpose of knowledge is not only to describe reality, but to organize it coherently. Its main function is to establish structural relationships that allow understanding of the phenomenon.

When knowledge is developed correctly:

- it organizes thought
- it establishes coherence
- it enables deep understanding

From the Princonser approach, this purpose is oriented towards the formulation of scientific laws, which represents the highest level of knowledge.

Application: orient research towards structural coherence.

Example: a coherent thesis allows explanation, not just description.

9. Chapter summary

Knowledge is an energy–material system in which two inseparable dimensions interact: energy (dynamism, thought) and matter (structure, record).

This interaction generates processes of materialization ($E \rightarrow M$) and dematerialization ($M \rightarrow E$), which allow the formation, development, and transformation of knowledge. Understanding this structure allows the thesis researcher to develop coherent investigations, integrating quantitative, qualitative, and mixed methods, and progressively advancing towards the formulation of a scientific law.

Knowledge as an energy–material system

Process	Direction	Component	Function
Materialization	$E \rightarrow M$	Energy (idea, thought)	Formation of knowledge
Dematerialization	$M \rightarrow E$	Matter (memory, data)	Development of knowledge
Complete cycle	$E \leftrightarrow M$	Cognitive system (brain)	Coherence of the system

Structural reading

Dimension	Content
Philosophical	Nothing arises from nothing. Knowledge is transformation, not creation ex nihilo.
Scientific	Every research alternates $E \rightarrow M$ (design, collection) and $M \rightarrow E$ (analysis, conclusion).
Ethical	Knowledge is not neutral; its transformation must be oriented towards conservation.

Immediate application for the thesis researcher

1. What universal principle am I applying in my research?
2. How am I carrying out the complete $E \rightarrow M \rightarrow E$ cycle in my thesis?
3. Does my research generate coherence or fragmentation of knowledge?

CHAPTER 3 – DESCENDING HIERARCHICAL STRUCTURE OF ENERGY APPLIED TO KNOWLEDGE

1. The hierarchical organization of energy

In nature, systems are not organized randomly; rather, they respond to the Universal Essence: every structure is the result of the interaction between energy and matter organized hierarchically.

This implies that higher levels contain the capacity for direction, while lower levels materialize that direction.

This hierarchy is not one of value, but of function. Energy at higher levels organizes, orients, and gives meaning, while matter at lower levels manifests that organization in concrete forms.

This principle reflects the inseparability between energy and matter, where both coexist at different levels of the system.

Application: understand that every thesis must start from a higher level (principle) before reaching the data.

Example: research without a conceptual foundation generates data without direction.

2. The descending hierarchy of energy

Based on this organization, a structural regularity of the system is established:

Higher-level energy organizes and directs lower-level energy.

This formulation does not constitute an independent universal law, but rather an expression of the organization of

the organization of the energy–material system in accordance with the Universal Essence and the laws that regulate it.

This implies that higher levels not only contain greater organizing capacity but also determine the direction of the system. Consequently, what occurs at lower levels is not independent but rather the result of prior direction.

From the Princonser Method, this understanding invalidates inductive logic as a structural basis, since data do not generate the law but rather materialize it.

Methodological application:

- Quantitative → materializes the law in data
- Qualitative → interprets the manifestation of the law
- Mixed → integrates both dimensions

Example: statistical results do not create the law but rather evidence its manifestation in a concrete case.

3. Levels of hierarchy in knowledge

Applied to knowledge, this structure allows us to identify four levels:

- universal level
- structural level
- mental level
- material level

These levels are not independent but interdependent, forming a coherent system where each level depends on the

one above and organizes the one below, in correspondence with the laws of the system.

Application: locate each part of the thesis within a level.

Example: theory (structural level), analysis (mental level), data (material level).

4. Universal level: origin of knowledge

The universal level constitutes the highest level of the hierarchy, where the principles that organize reality are found.

This level corresponds to the energy that gives direction to the entire system. Without this level, knowledge lacks coherence and becomes fragmented.

Application: identification of the universal principle of the thesis.

Example: a principle that organizes the phenomenon under investigation.

5. Structural level: organization of knowledge

The structural level represents the organization of principles into concrete systems, such as theories, conceptual frameworks, and epistemologies.

Here, energy begins to take form, organizing knowledge into comprehensible structures. This level connects the principle with its application.

Application: construction of the theoretical and epistemological framework.

Example: a theory that organizes an educational phenomenon.

6. Mental level: development of knowledge

The mental level corresponds to the process in which knowledge is developed through thought, reasoning, and interpretation, culminating in certainty.

Certainty is not opinion nor probability, but structural coherence between principle, structure, and phenomenon.

Application: analysis and interpretation of results.

Example: understanding why a phenomenon occurs based on the data.

7. Material level: manifestation of knowledge

The material level is the concrete expression of knowledge in data, records, and evidence. It is the observable level where energy manifests itself.

This level is fundamental but insufficient by itself. Without the higher levels, data lack meaning.

Application: data and information collection.

Example: surveys, interviews, measurements.

8. Knowledge as a descending expression

Knowledge develops following a descending movement:

Principle → **structure** → **thought** → **data**

This implies that:

- understanding depends on structure
- structure depends on principle
- materialization depends on organization

This process reflects the descent ($E \rightarrow M$). However, knowledge is completed with the ascent ($M \rightarrow E$), where data allow us to reaffirm the coherence of the principle.

Application: design research from the principle, not from the data.

Example: a well-structured thesis starts from the foundation and not from information collection.

9. Implications for research

The application of this structure completely transforms the research process:

When research begins at the material level:

- knowledge becomes fragmented
- data lack direction
- conclusions are weak

When the hierarchy is respected:

- principles are identified
- knowledge is organized
- thought is developed
- coherent results are materialized
-

This allows the integration of approaches:

- quantitative (matter)
- qualitative (energy)
- mixed (structural E–M integration)

Example: coherent research connects principle $\rightarrow$ method
data $\rightarrow$ law.

10. Chapter summary

The descending hierarchical structure of energy allows us to understand that knowledge is not generated from data, but from principles that organize its structure.

Higher levels orient the process, while lower levels materialize it. This understanding enables the development of coherent research, avoiding fragmentation and preparing the way towards the formulation of a scientific law.

Three-dimensional structure of the Thesis

Level	Nature	Expression
Philosophical (E)	Structural energy	Universal principles that organize knowledge
Scientific (M)	Hierarchical structure	Levels: universal, structural, mental, material
Ethical (Direction)	Purpose of knowledge	Coherence and generation of certainty (scientific law)

Structural reading

Dimension	Content
Philosophical	The invisible (principle) organizes the visible (matter).
Scientific	Research must follow the hierarchical structure to avoid fragmentation.
Ethical	Certainty is structural coherence, not opinion nor probability.

Immediate application for the thesis researcher

1. What is the universal principle that organizes my research?
2. Am I starting from the principle or from the data?
3. Does my research produce coherent certainty or fragmented results?

CHAPTER 4 – PHILOSOPHICAL LEVEL: ORIGIN OF SCIENTIFIC KNOWLEDGE

1. The thesis as affirmation

In its deepest origin, the thesis is not a document nor an academic structure, but rather an act of thought that responds to the Universal Essence: every manifestation of knowledge begins as energy before becoming matter.

The thesis is born when thought adopts a position in relation to reality and expresses it as an affirmation, thus constituting the first moment of materialization of knowledge.

This affirmation is not arbitrary; rather, it arises from the need to understand, order, and give meaning to what is perceived, evidencing that knowledge is a structured process and not a spontaneous reaction. At this level, the thesis represents the passage from perception to conscious formulation, where energy begins to organize itself.

Every thesis, in its initial state, is an affirmation that contains an intention of truth, but does not yet constitute certainty. It is a proposition that must be developed, which implies a descending movement towards its materialization and a subsequent ascent towards its structural validation.

Application: formulation of the problem as a structured affirmation.

Example: an initial idea about a phenomenon becomes a clear position in relation to reality.

2. Argumentation as foundation

An affirmation, by itself, does not constitute sufficient knowledge. It requires being developed through argumentation, which represents the process by which the energy of thought is progressively organized into structure.

Argumentation allows us to:

- establish internal coherence
- connect the idea with reality
- build logical continuity

This process expresses the integration of knowledge, where the elements of thought are articulated into a coherent structure. Argumentation is not a complement, but rather the foundation that transforms an affirmation into developing knowledge.

From the Princonser Method, argumentation follows a structural sequence:

Universal premise $\rightarrow$ arguments $\rightarrow$ exemplification ($E \rightarrow M$)

And prepares the ascent:

Data $\rightarrow$ analysis $\rightarrow$ integration ($M \rightarrow E$)

Methodological application:

- Quantitative $\rightarrow$ logical structure of variables
- Qualitative $\rightarrow$ interpretative construction
- Mixed $\rightarrow$ integration of both

Example: an affirmation about leadership is developed through coherent arguments and evidence.

3. Philosophy as the origin of science

Science does not emerge independently; rather, it has its origin in philosophy, which constitutes the universal level of knowledge.

Philosophy represents the structural energy that organizes scientific development, establishing the principles that guide all research.

The fundamental questions:

- What is reality?
- What is knowledge?
- How do we know?
- are not isolated questions, but rather principles that structure knowledge.

Science inherits from philosophy:

- coherence
- search for truth
- structure of reasoning

What science adds is materialization: systematization, measurement, and verification.

Without this foundation, science loses direction and becomes an accumulation of data without coherence.

Application: recognize the philosophical principle that underpins the research.

Example: every methodology responds to a prior conception of reality.

4. Precursor philosophical currents

Philosophical currents represent different forms of organization of knowledge, which later materialize into scientific methodologies.

Each current establishes a form of relationship between energy and matter:

- Rationalism: Prioritizes the energy of thought → base deductiva
- Empiricism / Positivism: Prioritizes observable matter → Quantitative basis
- Phenomenology / Hermeneutics: Prioritizes experience and meaning → Qualitative basis
- Critical Theory: Integrates knowledge and transformation → Participatory basis

From the Princonser Method, these currents are not opposed but rather manifestations of different levels of knowledge that must be structurally integrated.

Methodological application:

- Quantitative → expression of empiricism
- Qualitative → phenomenological expression
- Mixed → structural integration

Example: educational research can measure results (M) and interpret experiences (E).

5. Necessity of the philosophical foundation

The development of science has generated highly specialized methods, but when these are applied without understanding their origin, fragmentation of knowledge occurs.

The philosophical foundation allows us to:

- understand the origin of knowledge
- give meaning to methods
- integrate different perspectives

Without this foundation, research is reduced to technique without direction, evidencing a disconnection between energy (principle) and matter (method).

The Princonser Method restores this connection by organizing knowledge from its structure:

Principle → structure → method → data

Application: review coherence between philosophy, epistemology, and method.

Example: a coherent thesis aligns its philosophical approach with its methodological design.

6. Chapter summary

The philosophical level constitutes the origin of scientific knowledge. The thesis, at this level, presents itself as an affirmation that is developed through argumentation, and finds in philosophy the basis that organizes its structure.

Understanding this level allows the thesis researcher to avoid methodological fragmentation and develop coherent investigations, integrating thought, structure, and purpose, in preparation for the formulation of a scientific law.

Integration of key chapter content

Current	Origin	Contribution
Rationalism	Reason	Logical structure
Empiricism	Experience	Observation
Positivism	Verification	Validation
Phenomenology	Lived experience	Understanding
Hermeneutics	Interpretation	Meaning

Structural reading table

Dimensión	Contenido
Philosophical	Knowledge is born as affirmation
Scientific	Science starts from philosophy
Ethical	Origin defines direction

Immediate application for the thesis researcher

What affirmation originates your thesis?

Is it argued?

Does it have a clear direction?

CHAPTER 5 – EPISTEMOLOGY: BRIDGE BETWEEN PHILOSOPHY AND SCIENCE

1. What is epistemology?

Epistemology, as a theory of knowledge, is not merely a branch of philosophy, but rather the structural manifestation of the Universal Essence: all knowledge requires an organization that connects its origin (energy) with its manifestation (matter).

In this sense, epistemology acts as the bridge that allows philosophical questions to be transformed into concrete scientific processes.

Without epistemology, philosophy remains at the abstract level (energy without materialization), and science is reduced to technique without direction (matter without organizing energy). With epistemology, both dimensions are integrated into a coherent system.

The epistemological questions:

- What type of knowledge is valid?
- How is that knowledge structured?
- How does the researcher relate to the object?
- What methods allow access to reality?
- are not technical but structural, since they determine the way in which knowledge is organized and developed.
-

Application: define the epistemological framework before the methodological design.

Example: choose how a phenomenon will be known before measuring or interpreting it.

2. Epistemology as the structure of knowledge

If knowledge is an energy–material system (Chapter 2), then epistemology constitutes its organizing structure, located at the structural level of knowledge organization (Chapter 3).

It is not a set of external rules, but rather the internal organization that allows coherence, continuity, and meaning in the research process.

From the Princonser Method, epistemology connects:

Universal principle (E)→Epistemological structure→
Method (M)

Without this bridge:

- principles are not applied
- methods lack direction
- knowledge becomes fragmented

Application: coherent construction of the epistemological framework.

Example: a thesis that defines its epistemological approach achieves coherence between theory, method, and results.

3. Epistemologies derived from philosophical currents

Each philosophical current represents a form of knowledge organization, which materializes into specific epistemologies. These should not be understood as mutually exclusive, but rather as partial manifestations of a broader system.

3.1 Rationalist epistemology

Rationalism prioritizes the energy of thought as the origin of knowledge, establishing that truth is achieved through logical coherence.

This implies a clear descending movement:

Principle → deduction → structure

Application:

- theoretical research
- construction of conceptual models

Example: development of laws through logical reasoning.

3.2 Empiricist and positivist epistemology

Empiricism and positivism prioritize observable matter, establishing that knowledge is validated through experience and measurement.

However, from the Princonser Method, these data only make sense if they are organized by a higher principle.

Application:

- quantitative research
- measurement of variables

Example: statistical analysis of observable phenomena.

3.3 Interpretive epistemology (phenomenological and hermeneutic)

This epistemology prioritizes energy in its subjective dimension, focusing on the understanding of meaning.

Knowledge is constructed through interpretation, representing an intermediate level between energy and matter.

Application:

- qualitative research
- analysis of experiences

Example: interpretation of discourses or lived experiences.

3.4 Critical epistemology

Critical epistemology introduces the transformative dimension of knowledge, recognizing that knowledge is not neutral.

It integrates energy (critical consciousness) and matter (social conditions), orienting knowledge towards transformation.

Application:

- participatory research
- critical social studies

Example: analysis of inequality with a proposal for change.

4. Epistemología integradora (Método Princonser)

Faced with fragmentation, the Princonser Method proposes an integrative epistemology based on the hierarchical structure of knowledge.

This epistemology establishes that:

- knowledge is a unity (E–M)
- levels are hierarchically organized
- methods are manifestations of that structure

- **Structural principles:**
- **Unidad del conocimiento:** No isolated methods exist
- **Hierarchical organizational:** The principle organizes the method
- **Complementarity:** Quantitative, qualitative, and mixed are levels of the same system
- **Certainty as coherence:** Truth is not only verification, but structural integration

This transforms the thesis researcher's question:

- What method do I use?
- What principle organizes my research and how do I materialize it?

Structural application:

- Level 1 : Universal principle
- Level 2 : Epistemology
- Level 3 : Method
- Level 4 : Data

Example: coherent research integrates measurement and interpretation under the same principle.

5. Link between epistemology and types of research

Epistemology determines the type of research, since it defines the way in which energy materializes into knowledge.

From Princonser:

- Quantitative (matter): Measurement of manifestation
- Qualitative (energy): Interpretation of meaning
- Mixed (integration): Structural articulation of both

The mixed approach is not a sum, but structural integration, where the principle defines what to measure and what to interpret.

Application: design research coherent with its epistemological basis.

Example: measure variables and understand experiences within the same system.

6. Chapter summary

Epistemology constitutes the structural bridge that connects philosophy with science, allowing universal principles to materialize into coherent methods and data.

The Princonser Method proposes an integrative epistemology that:

- unifies knowledge
- organizes levels structurally
- integrates research methods
- orients towards the formulation of a scientific law

The thesis researcher who understands this structure can develop coherent investigations, avoiding fragmentation and advancing towards scientific certainty.

Integration of key chapter content

Epistemology	Type	Function
Rationalist	Theoretical	Reason
Empiricist	Quantitative	Measure
Interpretive	Qualitative	Understand
Critical	Transformative	Change
Integrative	Mixed	Integrate

Structural reading table

Dimension	Content
Philosophical	Every epistemology has an origin
Scientific	It organizes the method
Ethical	It defines the direction of knowledge

Immediate application for the thesis researcher

What is your epistemology?

Is your method coherent?

Is your research integrated?

CHAPTER 6 – SCIENTIFIC LEVEL: RESEARCH DEVELOPMENT

1. The thesis as demonstration

If at the philosophical level (Chapter 4) the thesis presents itself as affirmation, at the scientific level the thesis develops as demonstration.

The philosophical affirmation poses a position in relation to reality. Scientific demonstration organizes, develops, and materializes that position into a structured process that allows evidencing its coherence with the applied universal principles.

Demonstration is not, in the Princonser Method, a simple hypothesis test. It is the process through which:

- a universal principle is materialized in a concrete case ($E \rightarrow M$)
- that materialization is rigorously analyzed
- the result is dematerialized into a law ($M \rightarrow E$)

Scientific demonstration constitutes, therefore, the point where epistemology (Chapter 5) ceases to be merely structure and becomes operation.

Application: the research design translates the principle into observable reality.

Example: an organizing principle is expressed in variables, instruments, and results.

2. Types of research as epistemological expression

Research types are not neutral techniques, but rather operational expressions of an epistemology.

This implies a fundamental rule:

- The method is not chosen first
- One starts from the principle → defines the epistemology → and from there the method emerges.

Epistemology	Predominant research type	Underlying logic
Rationalist	Theoretical, deductive	From general to particular
Empiricist / Positivist	Quantitative, experimental	Measurement and prediction
Interpretive	Qualitative, comprehensive	Understanding of meaning
Critical	Participatory, transformative	Transformation of reality
Integrative (Princonser)	Structural mixed	Structural application of principle

Structural consequence:

Methodological incoherence is not technical; it is epistemological.

3. Quantitative research (matter)

Quantitative research is oriented towards the measurement of variables.

From the Princonser Method, it operates at the material level of knowledge. It works with:

- numerical data
- frequencies
- correlations
- statistical models

Structural function:

Materialize ($E \rightarrow M$) the principle into observable data.

Example: an organizing principle is translated into measurable indicators.

Limitation:

- Without principle $\rightarrow$ data without direction
- Without epistemology $\rightarrow$ measurement without meaning

4. Qualitative research (energy)

Qualitative research is oriented towards the understanding of meaning.

From Princonser, it operates at the energy-mental level of knowledge. It works with:

- discourses
- experiences
- narratives
- meanings

Structural function:

Understand how the principle manifests itself in experience.

Example: how subjects perceive an organizational phenomenon.

Limitation:

- Without structural anchoring → subjectivity
- Without principle → interpretive dispersion

5. Structural mixed research (E–M interaction)

The mixed approach is not a simple sum of methods.
It is a structural integration of levels:

Conventional approach	Princonser approach
Mixes methods	Integrates levels
Researcher decides	The principle determines
May be incoherent	Is structural

Structural example:

- Principle → organization of the phenomenon
- Qualitative level → understanding
- Quantitative level → measurement
- Result → integration → law

Here the complete transit between materialization and dematerialization is articulated.

6. Research scopes and designs

Designs are not chosen by technical convenience, but by structural coherence.

Type of principle	Epistemology	Coherent design
Nomothetic	Positivist	Experimental
Comprehensive	Interpretive	Case study
Transformative	Critical	Action research
Structural	Princonser	Structural integration

The design is a consequence, not a starting point.

7. Structural integration of methods

Central rule of the Princonser Method:

The principle determines what to understand and what to measure.

This implies:

1. Do not start with techniques
2. Do not choose by preference
3. Do not mix without structure

Correct integration:

Principle → Understanding (E) → Measurement (M)

Integration → Law

8. Chapter summary

The scientific level is the space where knowledge becomes operational.

Here:

- epistemology is executed
- the principle is materialized
- data are generated
- and the return towards the law begins

Without this structure:

- Fragmented research
- Data without direction
- Weak conclusions

With this structure:

- Coherence
- Integration
- Possibility of formulating a scientific law

Integration of key chapter content

Epistemology	Type of research	Structural function
Rationalist	Theoretical / Deductive	Logical demonstration
Empiricist	Quantitative	Materialization
Interpretive	Qualitative	Understanding

Epistemology	Type of research	Structural function
Critical	Transformative	Change
Integrative (Princonser)	Structural mixed	E-M integration → Law

Structural reading table

Dimension	Content
Philosophical	The method expresses a way of understanding reality
Scientific	Coherence defines validity
Ethical	Integration avoids fragmentation

Immediate application for the thesis researcher

1. What is your base epistemology?
2. What type of research is coherent with it?
3. Does your design respond to that principle?

CHAPTER 7 – ETHICAL LEVEL: DIRECTION OF KNOWLEDGE

1. Limitations of current scientific research

Contemporary science has achieved unprecedented technical and methodological development. However, this advancement has been accompanied by a paradox: while the means are perfected, the question of the end is weakened.

In research practice, it is common to find:

- technically rigorous investigations, but without structural relevance
- theses that are not connected to real problems
- accumulation of data without direction
- methodological decisions based on convenience

This phenomenon is not an individual failure, but rather a structural consequence: the separation between knowledge and purpose.

2. Science without structural direction

When ethics is treated as an add-on, a rupture occurs in the structure of knowledge:

Dimension	Question	Conventional approach	Princonser approach
Philosophical	Why?	Implicit	Explicit
Scientific	How?	Technical	Technical + coherence
Ethical	What for?	Optional	Structural

The consequence is a science that knows how to do, but not what for.

In the thesis, this translates into:

- formal compliance without real impact
- generic recommendations
- disconnection from reality

3. Need for a universal foundation

The Princonser Method establishes that ethics is not a complement, but rather the structural direction of knowledge.

Ethics is not limited to formal norms. It is: *The orientation of knowledge towards the conservation of the system.*

This introduces a fundamental structural question:

Does this knowledge contribute to conserving the system or does it deteriorate it?

Without direction, there is no coherence.
Without coherence, there is no structural knowledge.

4. Integration of philosophy and science

The ethical level integrates the previous levels and completes the structure of knowledge:

Level	Function	Question
Philosophical	Origin	Why?
Scientific	Demonstration	How?
Ethical	Direction	What for?

Without ethics:

- Philosophy without application
- Science without direction

With ethics:

- Structural unity
- Total coherence
- Orientation of knowledge

5. Research oriented towards conservation

The central ethical principle of the Princonser Method is:

All knowledge must be oriented towards the conservation of the system

Applied at three levels:

Level	Object	Question
Personal	Thesis researcher	Does it develop me?
Social	Community	Does it contribute to the common good?
Planetary	Ecosystem	Does it respect the system's balance?

Not every thesis transforms the world, but none should deteriorate it.

6. The thesis as structural responsibility

The thesis ceases to be an academic requirement and becomes an act of structural responsibility.

The thesis researcher assumes three inseparable levels:

- Philosophical → sustain a principle
- Scientific → demonstrate with coherence

- Ethical → orient towards conservation

Responsibility is neither external nor normative. It is part of the structure of knowledge.

7. Chapter summary

The ethical level is not the end of the process, but rather its structural direction.

In the Princonser Method:

- ethics orients knowledge
- integrates philosophy and science
- directs research towards conservation

Without ethics:

- Knowledge without meaning
- Fragmented research

With ethics:

- Structural coherence
- Meaning of knowledge
- Possibility of formulating a scientific law with real impact

Integration of key chapter content

Three-dimensional structure: Philosophy – Science – Ethics

Level	Nature	Function	Question	Expression
Philosophical	Assertion	Generate Meaning	Why?	Problem
Scientific	Demonstration	Validate	How?	Method
Ethical	Direction	Guide	What for?	Impact

Structural reading table

Dimension	Content
Philosophical	Ethics is grounded in the origin of knowledge
Scientific	Without ethical direction, the method loses coherence
Ethical	All knowledge must be oriented towards conservation

Immediate application for the thesis researcher

1. Why do I research this topic?
2. How do I research it?
3. What for is this knowledge useful?

If you cannot answer the third question, your research lacks structural direction.

PART II

THESIS STRUCTURE (SYSTEM ORGANIZATION)

CHAPTER 8 – QUANTITATIVE RESEARCH: FOUNDATION AND STRUCTURE

1. Structural definition of quantitative research

Quantitative research is traditionally defined as a process of collecting and analyzing numerical data. This definition is valid at the material level, but it is incomplete if its location within the structure of knowledge is not understood.

From the Princonser Method, quantitative research is the process through which a universal principle is materialized ($E \rightarrow M$) into numerical data, and these data are subsequently dematerialized ($M \rightarrow E$) into a scientific law expressed in quantifiable relationships.

This implies three key affirmations:

1. It does not begin with data, but with the principle
2. Data are manifestation, not origin
3. Statistical analysis is a bridge, not an end

Here the complete structural movement of knowledge is evidenced ($E \rightarrow M \rightarrow E$)

2. Epistemological foundation of the quantitative

Quantitative research is based on empiricism and positivism. These currents establish that knowledge must be observable, measurable, and verifiable.

From Princonser, these foundations are not rejected, but reorganized:

- The universal principle defines what to measure

- Epistemology defines how to measure
- Data represent the material manifestation

The problem is not measuring.

The problem is measuring without a principle.

3. Quantitative research in the hierarchical structure of knowledge

Applying the organization of knowledge:

Level	Function	Expression
Level 1	Direction	Universal principle
Level 2	Organization	Epistemology
Level 3	Development	Reasoning
Level 4	Manifestation	Data

Data do not initiate knowledge

Data express the manifestation of the principle

And then the structural return occurs:

Data → analysis → integration → law (M → E)

4. Operational structure of quantitative research

The traditional structure is maintained, but reorganized from the foundation:

Traditional step	Princonser rereading
Problem	Identification of the principle

Traditional step	Princonser rereading
Literature	Previous manifestations of the principle
Hypothesis	Operational expression of the principle
Variables	Materialization of the principle
Sample	Condition of visibility of the phenomenon
Data	Materialization ($E \rightarrow M$)
Analysis	Dematerialization ($M \rightarrow E$)
Conclusion	Scientific law

The change is not technical

It is structural

5. Strengths and structural limitations

Quantitative research possesses great structural power, but also limits when it becomes unanchored from the principle.

Strengths:

- Precision
- Replicability
- Generalizability

Limitations:

- Precision can be confused with truth
- It can become disconnected from the principle

- It can lose ethical direction

The problem is not the method

It is its use without structure

6. Quality criteria from Princonser

Classical criteria are maintained but elevated in their meaning:

Criterion	Princonser rereading
Validity	Faithful materialization of the principle
Reliability	Stability of the manifestation
Objectivity	Non-distortion of the principle
Significance	Non-randomness of the manifestation

An higher criterion is added:

Descending coherence

Does the principle determine the data, or do the data attempt to determine the principle?

7. Integrative example

The integrative example allows us to visualize the complete system:

- Principle → organization of the phenomenon
- Measurement → variables
- Analysis → correlation
- Result → formulation of law

This body of knowledge confirms that the duration of human life depends on the organism's ability to maintain its internal balance. Scientific discoveries agree that aging does not result from a single cause, but rather from the progressive loss of stability within the biological system.

This interpretation is consistent with the law formulated in the previous chapter and helps us understand that the natural limit of human life is determined by the length of time during which the organism can maintain the proportional relationship between energy and matter. In the following chapters, the organs and systems involved in determining this biological limit will be examined, as well as the role they play in the duration and preservation of life.

8. Chapter summary

Quantitative research is not an isolated method, but rather a phase of the structural process of knowledge.

Its function is:

- Materialize the principle
- Measure its manifestation
- Allow its return to law

Without this structure:

- Isolated data
- Analysis without direction

With this structure:

- Coherence
- Integration
- Possibility of formulating a scientific law

Integration of key chapter content

Quantitative research in the Princonser structure

Level	Function	Quantitative expression
Universal	Direction	Principle
Structural	Organization	Epistemology
Mental	Development	Reasoning
Material	Manifestation	Data
Return	Synthesis	Law

Structural reading table

Dimension	Content
Philosophical	Numbers are not origin; they are manifestation
Scientific	Analysis connects data with principles
Ethical	Measurement must have direction

Immediate application for the thesis researcher

1. What universal principle are your data materializing?
2. How do you connect that principle with your variables?
3. What law are you in a position to formulate?
4. What impact does that law have?

CHAPTER 9 – QUALITATIVE RESEARCH: FOUNDATION AND STRUCTURE

1. Structural definition of qualitative research

Qualitative research is traditionally defined as a process of understanding human phenomena through non-numerical data: words, narratives, meanings, and experiences.

From the Princonser Method, this definition is correct at its energy level, but incomplete if it is not located within the structure of knowledge.

Structural definition:

Qualitative research is the process through which a universal principle manifests itself in human experience, is understood at the mental level, and subsequently dematerialized into a scientific law expressed as a pattern of meaning.

This implies:

1. It does not begin with narratives, but with the principle
2. Qualitative data are energy manifestation, not arbitrary subjectivity
3. Interpretation is a bridge towards the law, not an end

2. Epistemological foundation of the qualitative

Qualitative research is based on:

- Phenomenology
- Hermeneutics
- Interpretivism

These currents establish that knowledge is understood through experience and meaning.

From Princonser:

- the universal principle defines what meaning to seek
- epistemology defines how to access that meaning
- understanding occurs at the mental level

The problem is not interpreting

It is interpreting without a principle

3. Qualitative research in the hierarchical structure of knowledge

Structural location:

Level	Function	Expression
Level 1	Direction	Universal principle
Level 2	Organization	Interpretive epistemology
Level 3	Development	Understanding / interpretation
Level 4	Manifestation	Narratives, discourses

Understanding is not subjective

It is the structured manifestation of the principle in experience

And then the return occurs:

Narratives → analysis → patterns → law (M → E)

4. Operational structure of qualitative research

The traditional structure is reorganized from the foundation:

Traditional step	Princonser rereading
Problem	Identification of the principle
Literature	Previous manifestations of the principle
Participants	Bearers of the phenomenon where the principle manifests
Data	Manifestation ($E \rightarrow M$)
Analysis	Identification of patterns
Interpretation	Understanding of the principle
Conclusion	Qualitative law

The technique does not change. The direction changes

5. Strengths and structural limitations

Qualitative research possesses great capacity for structural depth, but presents limits when it becomes disconnected from the principle.

Strengths:

- Depth
- Contextualization
- Understanding of meaning

Limitations:

- Risk of relativism
- Loss of the principle
- Interpretation without direction

The problem is not the qualitative. It is its use without structure

6. Quality criteria from Princonser

Classical criteria are maintained but elevated in their meaning:

Criterion	Princonser rereading
Credibility	Recognition of the principle in experience
Transferability	Manifestation of the principle in different contexts
Dependability	Coherence of the interpretive process
Confirmability	Non-distortion of the principle

A higher criterion is added:

Descending coherence

Does the principle guide the interpretation, or does interpretation attempt to construct the principle?

7. Integrative example

The integrative example allows us to visualize the complete system:

- Principle → organization of the phenomenon
- Experience → narrative
- Analysis → categories
- Result → formulation of law

Here there is no "opinion".

There is manifestation of the principle in the form of structured meaning.

8. Relationship between the qualitative and the quantitative

This point is key in the structure of knowledge.

The qualitative and the quantitative:

✗ Are not opposed

✓ Are levels of the same reality

Aspect	Qualitative	Quantitative
Level	Energy	Matter
Question	How does it manifest?	How much does it manifest?
Result	Law of meaning	Quantifiable law

Both are necessary when the phenomenon demands it.

9. Chapter summary

Qualitative research is not free interpretation, but rather structured understanding of the principle in human experience.

Its function is:

- Capture the energy dimension
- Understand meaning
- Allow the return to law

Without this structure:

- Relativism
- Interpretation without direction

With this structure:

- Coherence
- Depth
- Integration with the quantitative

Integration of key chapter content

Qualitative research in the Princonser structure

Level	Function	Qualitative expression
Universal	Direction	Principle
Structural	Organization	Interpretive epistemology
Mental	Development	Understanding
Material	Manifestation	Narratives
Return	Synthesis	Qualitative law

Structural reading table

Dimension	Content
Philosophical	Meaning is not subjective; it is manifestation of the principle
Scientific	Interpretation connects experience with law
Ethical	Understanding implies responsibility

Immediate application for the thesis researcher

1. What universal principle are you seeking to understand?
2. How do your interviews reflect that principle?
3. What qualitative law can you formulate?
4. What impact does that understanding have?

CHAPTER 10 – MIXED RESEARCH: FOUNDATION AND STRUCTURE

1. Structural definition of mixed research

Mixed research is traditionally defined as the combination of quantitative and qualitative methods. From the Princonser Method, this definition is correct in intention, but insufficient if one does not distinguish between:

- Sum of methods
- Structural integration

Structural definition:

Structural mixed research is the process through which a universal principle manifests itself simultaneously in its energy dimension (qualitative) and material dimension (quantitative), integrating hierarchically into a single scientific law.

Key difference:

- Methods are not combined
- Levels of the same principle are integrated

2. The error of the conventional mixed approach

The problem with the traditional mixed approach is not technical, but structural.

Main errors:

- Epistemological independence
- Arbitrary sequentiality
- Triangulation as an end
- Absence of a universal principle

Result:

- Methodological sophistication
- Structural incoherence

What is missing is essential: *A principle that organizes everything*

3. Structural mixed research in the organization of knowledge

From Princonser: The qualitative and the quantitative are levels of the same phenomenon

Level	Function	Expression
Level 1	Direction	Universal principle
Level 2	Organization	Integrative epistemology
Level 3	Energy	Qualitative understanding
Level 4	Matter	Quantitative measurement
Integration	Coherence	Structural unity
Law	Synthesis	Certainty

The law integrates:

- How it manifests in experience (energy)
- How much it manifests (matter)

4. Types of structural integration

The Princonser Method does not eliminate designs; it reorganizes them according to the structure of knowledge.

Pure descending integration

Principle → qualitative + quantitative

✓ When the principle is clear

Regulated ascending integration

Phenomenon → identification of the principle → application

✓ When the principle is not fully explicit

Hierarchical iterative integration

Progressive adjustment between levels

✓ In complex phenomena

In all cases: The structural destination is descending (principle → law)

5. Operational structure of mixed research

The structure is organized from coherence, not from technique:

1. Identify the principle
2. Determine the levels of the phenomenon
3. Design the qualitative component
4. Design the quantitative component
5. Collect qualitative data
6. Collect quantitative data
7. Analyze qualitatively
8. Analyze quantitatively
9. Integrate by structural coherence
10. Formulate the scientific law

- It is not a technical sequence
- It is a system of structural coherence

6. Structural quality criteria

Specific criteria from the Princonser approach are incorporated:

Criterion	Key question
Descending coherence	Does the same principle organize everything?
Non-contradiction	Are both levels coherent with each other?
Real integration	Is a single law formulated?
Ethical direction	Does the knowledge contribute to conservation?

7. Integrative example

The integrative example allows us to visualize the complete system:

- Principle → organization of the phenomenon
- Qualitative → experience
- Quantitative → measurement
- Integration → formulation of law

Here what is achieved is: Structural unity of knowledge

8. Advantages of the structural approach

Compared to the conventional mixed approach:

- ✓ Has ontological foundation
- ✓ Integrates levels of knowledge
- ✓ Maintains structural coherence
- ✓ Produces a unified law

9. When to use the mixed approach

Key rule:

- It is not used by preference
- It is used due to the structure of the phenomenon

Cases:

- ✓ Phenomenon with energy and material dimension → mixed
- ✓ Predominantly energy phenomenon → Qualitative
- ✓ Predominantly material phenomenon → Quantitative

10. Chapter summary

Structural mixed research is not combination; it is integration.

Its function is:

- Unify energy and matter
- Integrate understanding and measurement
- Produce a single law

Without this structure:

- Incoherent sum of methods

With this structure:

- Total coherence
- Real integration
- Basis for the formulation of a scientific law

Integration of key chapter content

Structural mixed research in Princenser

Level	Function	Expression
Universal	Direction	Principle
Energy	Understanding	Qualitative
Matter	Measurement	Quantitative
Integration	Coherence	Unity
Law	Synthesis	Certainty

Structural reading table

Dimension	Content
Philosophical	Reality is one, but it manifests itself in levels
Scientific	Rigor includes structural integration
Ethical	Integrating avoids distortion of knowledge

Immediate application for the thesis researcher

1. What is the principle that unites your qualitative and quantitative approaches?
2. What part of your phenomenon is energy and what part is matter?
3. Is your result a single law or separate conclusions?
4. Is your research integrated or merely combined?

CHAPTER 11 – TYPES OF UNIVERSITY THESIS AND THEIR STRUCTURAL DEVELOPMENT

1. Traditional typologies and their limits

In conventional methodology, theses are classified by:

- Objective
- Design
- Approach
- Academic level

These classifications are useful at the technical level, but present structural limits:

Problem	Description
Fragmentation	Classify by parts, not by totality
Loss of principle	Do not consider the universal principle
Absence of ethical direction	Do not include purpose
Fictitious neutrality	Do not hierarchize knowledge

Result:

- External classification
- Lack of structural coherence

2. Structural classification of theses (Princonser)

The Princonser Method introduces two fundamental criteria:

Clarity of the principle

- Explicit
- Implicit

Level of manifestation

- Energy (qualitative)
- Matter (quantitative)
- Integration (E–M)

From their combination, six structural types emerge:

TYPE	PRINCIPLE	LEVEL	DENOMINATION
I	Explicit	Energy	Descending understanding
II	Explicit	Matter	Descending verification
III	Explicit	E - M	Hierarchical integration
IV	Implicit	Energy	Ascending revelation
V	Implicit	Matter	Ascending discovery
VI	Implicit	E - M	Ascending discovery

This classification is not technical. It is structural of knowledge.

3. Description of structural types

DESCENDING TYPES (EXPLICIT PRINCIPLE)

Type I – Descending understanding

- Approach: qualitative
- Function: understand the principle in experience
- Result: qualitative law

Type II – Descending verification

- Approach: quantitative
- Function: measure the manifestation of the principle
- Result: quantifiable law

Type III – Hierarchical integration

- Approach: structural mixed
- Function: integrate energy and matter
- Result: integrated law

ASCENDING TYPES (IMPLICIT PRINCIPLE)**Type IV – Ascending revelation**

- Approach: qualitative
- Function: the principle is revealed from experience
- Result: explicitated principle + law

Type V – Ascending discovery

- Approach: quantitative
- Function: the principle emerges from the data
- Result: identified principle + law

Type VI – Emergent synthesis

- Approach: structural mixed
- Function: the principle emerges from integration
- Result: integrated principle + integrated law

Key structural rule:

- Every ascending type must culminate in a descending process
- Every thesis must conclude in the formulation of a scientific law

4. Complementarity of approaches

The types are not rigid; they can be articulated in structural sequences:

SEQUENCE	FUNCTION
IV → I	Reveal → Apply
V → II	Discover → Verify
VI → III	Emerge → Integrate

Complete movement of knowledge:

Ascent (identification of principle) → Descent (formulation of law)

5. Academic level and law formulation

The Princonser Method redefines the academic criterion:

Level	Traditional approach	Princonser approach
Undergraduate	Aplicación	Contextual law
Master's	Rigor	Intermediate-scope law
Doctorate	Originalidad	Broad-scope law

Structural rule:

There is no thesis without law

What changes is the scope, not the existence of the law

6. Structural integration of types

Global organization:

Direction	Principle	Types
Descending	Explicit	I, II, III
Ascending → Descending	Implicit	IV, V, VI

Formative evolution of the researcher:

- Initial level → ascending processes
- Advanced level → descending processes

7. Choice of structural type

Fundamental decision:

- It is not chosen by preference
- It is determined by the structure of the phenomenon

Criteria:

- Clarity of the principle
- Nature of the phenomenon
- Level of manifestation

8. Applied examples

Applied development confirms:

- Coherence of the principle
- Correspondence between phenomenon and method
- Possibility of law formulation

This evidences that:

Method is a consequence of structure.

Not a starting point

9. Chapter summary

The types of thesis are not defined by technique, but by:

1. Clarity of the principle
2. Level of manifestation
3. Direction of the process

The formative goal of the thesis researcher is:

To move from discovery to certainty

Integration of key chapter content

Structural thesis types in Princonser

TYPE	DIRECTION	LEVEL	RESULT
I	Descending	Energy	Qualitative law
II	Descending	Matter	Quantifiable law
III	Descending	E - M	Integrated law
IV	Ascending → Descending	Energy	Revealed principle + law
V	Ascending → Descending	Matter	Identified principle + law
VI	Ascending → Descending	E - M	Integrated principle + law

Structural reading table

Dimension	Content
Philosophical	Classification responds to the nature of knowledge
Scientific	The type determines the methodological structure
Ethical	Every thesis must be oriented towards conservation

Immediate application for the thesis researcher

1. Is your principle explicit or implicit?
2. Does your phenomenon correspond to energy, matter, or integration?
3. What structural type corresponds to you?
4. Is your method coherent with that type?
5. Does your thesis culminate in a scientific law?

CHAPTER 12 – THE THESIS RESEARCHER'S EXPERIENCE

1. The thesis researcher as subject of the crisis

Throughout this book, a coherent system has been constructed:

- Philosophy (origin)
- Epistemology (structure)
- Science (operation)
- Ethics (direction)
- Methods (manifestation)
- Thesis types (organization)

However, between this system and the real practice of the thesis researcher, there exists a gap. That gap is not technical

- It is structural

- The thesis researcher does not fail due to lack of ability, but because they attempt to operate within a fragmented system without understanding its structure.

The thesis researcher's experience is organized into three phases:

Phase	Description	State
Initial	Idea, motivation	Energy
Crisis	Fragmentation	E–M rupture
Resolution	Integration or abandonment	Synthesis or failure

This chapter converts crisis into a point of ascent of knowledge.

2. Most frequent difficulties

The difficulties identified are not isolated, but structural patterns:

- Not knowing how to start
- Fragmentation of work
- Excessive theoretical framework
- Method without foundation
- Data without meaning
- Empty conclusions
- Emotional blockage

All have a common root:

Lack of structural coherence

3. Structural causes of difficulties

Here a fundamental turn occurs:

- The problem is not in the thesis researcher
- It is in the model of knowledge that is being applied

Difficulty	Structural cause
Not starting	Lack of principle
Fragmentation	E–M rupture
Excessive theoretical framework	Confusion between theory and principle
Method without basis	Weak epistemology
Data without meaning	Deficient materialization ($E \rightarrow M$)
Weak conclusions	Absence of law
Emotional blockage	Perceived structural incoherence

The thesis researcher feels the incoherence before understanding it.

4. Differential diagnosis

Here the method becomes operational:

Distinguish between technical and structural problems

Problem type	Characteristic	Solution
Technical	Knows what to do, but not how	Learn tools
Structural	Does not know what to do	Understand the system

Key rule: If training does not solve the problem, it is structural.

5. The viability cycle

A thesis is viable if it can complete the structural cycle:

Principle $\rightarrow$ Data $\rightarrow$ Law ($E \rightarrow M \rightarrow E$)

Viability factors:

- Clear principle
- Epistemological coherence
- Access to data
- Analytical capacity
- Ethical direction
- Available time

If one fails, the system loses coherence.

6. Difficulty vs. viability matrix

This matrix allows structural decisions to be made:

QUADRANT	SITUATION	ACTION
I	Easy + Viable	Execute
II	Difficult + Viable	Seek support
III	Easy + Not viable	Stop
IV	Difficult + Not viable	Reformulate

Critical key:

- The most dangerous quadrant is III
- Because it generates a false sense of progress

7. Structural recommendations

Not all situations require moving forward.

Some require:

- Stopping
- Rethinking
- Redirecting

The Princonser Method introduces a fundamental principle:
Not advancing is also a valid scientific action .

8. The role of the supervisor

The thesis supervisor does not fulfill a technical function, but a structural one.

They must:

- Help identify the principle

- Ensure coherence of the process
- Guide towards the formulation of the law

If this does not happen:

- It is not an individual failure
- It is a structural limitation of the system

9. Chapter summary

This chapter transforms the view of the thesis researcher:

- ✗ From personal problem
- ✓ To structural problem of knowledge

And proposes:

- Diagnosis
- Understanding
- Correction

Preparing the step towards the formulation of a scientific law

Integration of key chapter content

Structural difficulties of the thesis researcher in Princonser

Dificulty	Cause	Solution
Not starting	Lack of principle	Define principle
Fragmentation	Lack of coherence	Apply structure
Useless data	Deficient $E \rightarrow M$	Redesign
Weak conclusions	Absence of law	Formulate law
Blockage	Incoherence	Structural diagnosis

Structural reading table

Dimension	Content
Philosophical	The thesis researcher's crisis is an expression of a crisis of knowledge
Scientific	A structural diagnosis allows resolution
Ethical	Blaming the thesis researcher is to ignore the real problem

Immediate application for the thesis researcher

1. Is your problem technical or structural?
2. Can you state your universal principle?
3. Do your data respond to that principle?
4. Does your thesis culminate in a scientific law?
5. In which quadrant are you?

CHAPTER 13 – STRUCTURAL FOUNDATION OF THE PROBLEM

1. The research problem: what is it really?

In conventional methodology, the problem is understood as:

- A question
- A lack
- A difficulty

This is correct at the operational level, but insufficient at the structural level.

From the Princonser Method: The problem is not a question... It is a structural incoherence

Structural definition:

The problem is the manifestation, in reality (energy or matter), of a rupture between the universal principle and its expression in the phenomenon.

This implies:

Conventional approach	Princonser approach
Question	Incoherence
Curiosity	Structural contradiction
Valid topic	Non-manifested principle

Not every topic is a problem .

Only that which reveals structural incoherence

2. The structural triad of the problem

Here the core of the formulation is established:

ONTOLOGY – EPISTEMOLOGY – LAW

Every problem must simultaneously respond to three dimensions:

Dimension	Question	Function
Ontology	What principle is at stake?	Origin
Epistemology	How is it known?	Structure
Law	What certainty is reached?	Direction

If one dimension is missing:

- ✗ The problem loses coherence
- ✗ The thesis becomes fragmented

3. Ontology: the nature of the problem

First critical decision:

What type of reality are you investigating?

Type of reality	Characteristic
Material	Measurable
Energy-based	Experiential
Structural	Integrated (E–M)

Frequent structural error:

- Measuring what should be understood
- Interpreting what should be measured

This generates:

- Incoherent methods
- Empty results
- Fragmented theses

4. Epistemology: the path of the problem

Epistemology connects reality with knowledge:

Reality → Way of knowing → Method

Ontology	Epistemology	Method
Material	Positivist	Quantitative
Energy-based	Interpretive	Qualitative
Structural	Integrative	Structural mixed

Key rule:

- The method is not chosen
- It is derived from the principle and the type of reality

5. 5. Law: the horizon of the problem

Here the structural destination of the problem is defined:

Every problem must have a resolution horizon.

That horizon is: THE SCIENTIFIC LAW

If there is no law:

- ✗ There is description
- ✗ There is a report
- ✗ But there is no structural thesis

Types of law:

Type	Expression
Quantitative	Numerical relationship
Qualitative	Pattern of meaning
Integrated	E–M unity

6. Diagnosis of poorly formulated problems

Most problems fail because they lack structure:

- They have no clear ontology
- They have no epistemological basis
- They have no direction towards law

Example:

"What factors influence...?"

"What incoherence prevents the principle from manifesting in...?"

Reformulating the problem is the most important act of the thesis

7. The problem as structural incoherence

Here the central concept is consolidated:

Level	Should occur	Ocurs	Result
Principle	Coherence	_____	_____
Reality	Coherent manifestation	Incoherence	Problem

The problem is not ignorance. It is contradiction between principle and manifestation.

8. Structural reformulation of the problem

Key transformation:

- ✗ Problem as an open question
- ✓ Problem as structural incoherence

Example:

- *Before: "What causes student dropout?"*
- *After: "What incoherence prevents the principle of permanence from manifesting in the educational system?"*

9. Chapter summary

The research problem is:

- A structural incoherence
- Between the universal principle and its manifestation
- That must be resolved in a scientific law

The ontology–epistemology–law triad guarantees:

- Depth of analysis
- Coherence of the process
- Direction towards certainty

Integration of key chapter content

Structural triad of the research problem

Dimension	Function	Result
Ontology	Defines the principle	Depth
Epistemology	Defines access	Coherence
Law	Defines the destination	Direction

Structural reading table

Dimension	Content
Philosophical	The problem is ontological before it is methodological
Scientific	A poorly formulated problem generates incoherent research
Ethical	Correctly formulating the problem is a structural responsibility

Immediate application for the thesis researcher

1. What universal principle is present in your problem?
2. What type of reality are you investigating (energy, matter, or integration)?
3. What method is derived from that structure?
4. What scientific law are you in a position to formulate?
5. Is your problem a question or a structural incoherence?

CHAPTER 14 – THEORETICAL FRAMEWORK AND ITS LIMITS

1. What is the theoretical framework in conventional methodology?

In traditional methodology, the theoretical framework is understood as:

- Literature review
- Selection of theories
- Identification of background
- Definition of concepts

This fulfills an important operational function:

- ✓ Contextualizes
- ✓ Provides foundation
- ✓ Guides

However, from the Princonser Method, this definition is incomplete because: It does not distinguish between theories and universal foundations

2. The structural confusion: theories vs. universal principles

This is the core of the problem.

Dimension	Theories	Universal Principles
Nature	Human constructions	Structure of reality
Origin	Historical	Universal
Quantity	Multiple	Structural unity
Change	Evolve	Remain
Function	Explain	Organize

Critical error:

✗ Treating principles as theories

✗ Treating theories as principles

This generates:

- Relativism (anything goes)
- Dogmatism (one theory as absolute truth)

3. The conventional theoretical framework: what is actually reviewed?

In practice, the theoretical framework contains:

- Background
- Theories
- Concepts
- Approaches

But a structural problem occurs: There is no organizing axis.

Result:

- Accumulation of citations
- Lack of coherence
- Disconnection from the problem

Without principle → there is no structure

4. Structural rereading of the theoretical framework (Princonser)

Here the fundamental change occurs: The theoretical framework ceases to be: Literature review.

And becomes: Descending organization of knowledge

Structural process:

1. Identify the universal principle

2. Analyze how that principle has manifested in theories
3. Detect incoherences between theory and reality
4. Prepare the research method

This directly connects with:

- Chapter 13 → Problem as incoherence
- Chapter 10 → Methodological integration

5. Theories as partial manifestations

A theory is not an absolute truth.

It is: A partial manifestation of a universal principle

Structural example:

- Psychological theories → Principle of internal coherence
- Economic theories → Principle of conservation
- Educational theories → Principle of learning–experience coherence

This allows:

- ✓ Integrating apparently distinct theories
- ✓ Avoiding superficial contradictions
- ✓ Elevating the level of analysis

6. Limits of the conventional theoretical framework

Main structural limits:

Limit	Consequence
Absence of principle	Meaningless list
Mixing of levels	Conceptual confusion

Fictitious neutrality	Lack of positioning
Disconnection from method	Incoherence
Emphasis on quantity	Superficiality

This explains why many theoretical frameworks:

- Are extensive
- But not structurally useful

7. Structural quality criteria (Princonser)

A structural theoretical framework must fulfill:

Criterion	Key question
Explicit principle	Is it clearly stated?
Descending coherence	Do theories derive from the principle? principio?
Detection of incoherences	Are ruptures identified?
Method preparation	Does it anticipate the research?
Ethical direction	Does it have a purpose?

The theoretical framework does not end in theories...

It ends in structural direction

8. Frequent errors and structural correction

Typical errors:

- Copying without understanding
- Accumulating citations without structure
- Mixing theories without criteria
- Separating theory and method

Structural correction:

Reconnect everything with the universal principle

9. Applied structural example

Applied development allows us to visualize the complete process:

1. principle → organization of knowledge
2. Theories → partial manifestations
3. Incoherences → problem formulation
4. Method → structural response

Here the theoretical framework ceases to be descriptive. And becomes the engine of research.

10. Chapter summary

The theoretical framework is not:

- Accumulation of information
- Summary of authors
- Formal requirement

It is:

- Identification of the universal principle
- Structural organization of knowledge
- Detection of incoherences
- Preparation of the method

Integration of key chapter content

Structural theoretical framework in Princonser

Level	Function	Expression
Principle	Direction	Universal foundation

Nivel	Función	Expresión
Theories	Manifestation	Partial explanations
Incoherences	Problem	Structural rupture
Method	Application	Research

Structural reading table

Dimension	Content
Philosophical	Confusing theory with principle is an ontological error
Scientific	The theoretical framework organizes the method
Ethical	Making the principle explicit is an act of intellectual honesty

Immediate application for the thesis researcher

1. What is the universal principle of your research?
2. What theories partially represent that principle?
3. What incoherences have you identified between theory and reality?
4. Does your theoretical framework anticipate the research method?
5. Does your theoretical framework have ethical direction?

PART III

METHODOLOGICAL DEVELOPMENT (MATERIALIZATION E → M)

CHAPTER 15 – FROM CONCLUSION TO SCIENTIFIC LAW

1. The conclusion in conventional methodology

In traditional research, the conclusion:

- Answers the question
- Summarizes results
- Discusses with theory
- Poses recommendations

This fulfills a formal function, but presents a structural limit:

It stays with the results

- It describes
- It summarizes
- It comments

But it does not do what is essential: It does not formulate a scientific law

2. Conclusion vs. Scientific law

Here the structural breaking point is established:

Dimension	Conclusion	Scientific law
Nature	Probable	Contextual certainty
Scope	Closed context	Open context
Relationship with principle	Implicit or absent	Explicit
Language	"Suggests", "appears"	"Manifests", "it is possible to affirm"
Function	Closes	Opens application

- The conclusion ends the work
- The scientific law initiates its application

3. Why does conventional thesis not reach law?

The causes are structural:

- Absence of an explicit principle
- Predominant use of inductive logic
- Fear of formulating certainty
- Disconnection between chapters
- Thesis researcher exhaustion

Result:

- Descriptive reports
- Incomplete analyses
- Unfounded recommendations

4. Definition of scientific law (Princonser)

Key structural definition: *The scientific law is the expression of a contextual certainty obtained by descending coherence between a universal principle and its manifestation in reality.*

This implies the total integration of the process:

- ✓ principle (foundation)
- ✓ problem (incoherence)
- ✓ Theoretical framework (organization)
- ✓ Method (materialization)
- ✓ data (manifestation)
- ✓ Analysis (interpretation)

Everything converges in the law

5. The dematerialization process

Recalling the structural system:

Phase	Process
Principle	Energy (E)
Data	Materialization ($E \rightarrow M$)
Analysis	Structural interpretation
Law	Dematerialization ($M \rightarrow E$)

The common error is to stop at the data.

The structural objective is to return to the principle in the form of a scientific law.

6. Structure of a scientific law

Every scientific law must contain:

Element	Function
Principle	Structural origin
Context	Location of manifestation
Regularity	Form in which it is expressed
Certainty	Coherent affirmation
Ethical direction	Purpose of conservation

Orientative structure:

"Principle [X] manifests itself in context [Y] as [Z], allowing us to affirm that [...], contributing to [...]"

7. Transformation: conclusion → scientific law

Structural process:

1. Identify the universal principle
2. Make its presence explicit
3. Contextualize the manifestation
4. Specify the observed regularity
5. Formulate the certainty
6. Incorporate the ethical direction

This is not a change in wording... It is a change in the structure of knowledge

8. Transformation examples

The application of the method demonstrates that:

- Quantitative research can formulate numerical laws
- Qualitative research can formulate laws of meaning
- Mixed research can formulate integrated laws

This confirms: Every structurally coherent investigation can culminate in a scientific law

9. Certainty in the Princonser Method

Here a historical error is corrected:

- Certainty = dogma
- Certainty = structural coherence

Type of certainty	Characteristic
Dogmatic	Absolute and unquestionable
Princonser	Coherent and contextual

Certainty is not imposed. It is demonstrated by coherence between levels

10. Law as the opening of knowledge

Key structural difference:

Conclusion	Scientific law
Ends	Continues
Describes	Allows action
Is filed	Is applied
Is final	Is a starting point

The law transforms the thesis into: An applicable scientific tool

11. Chapter summary

The thesis culminates when:

- The principle is made explicit
- The data are integrated
- Coherence is demonstrated
- The scientific law is formulated

Without law: Incomplete thesis

With law:

- Structural knowledge
- Real application
- Scientific contribution

Integration of key chapter content

From conclusion to scientific law

Level	Function	Result
Principle	Origin	Foundation
Data	Manifestation	Evidence
Analysis	Interpretation	Understanding
Law	Synthesis	Certainty

Structural reading table

Dimension	Content
Philosophical	Certainty is possible when structural coherence exists
Scientific	The law integrates the entire research process
Ethical	Formulating a law implies responsibility for its application

Immediate application for the thesis researcher

1. Does your conclusion express a principle or only results?
2. Can you formulate your scientific law in a single structured sentence?
3. Is your language probabilistic or of structural certainty?
4. Can your law be applied in other contexts?
5. Does your law have an ethical direction oriented towards conservation?

CHAPTER 16 – UNIVERSAL ESSENCE

1. What do we understand by universal essence?

In common language, essence is that which makes something what it is.

From the Princonser Method, this idea is elevated to a structural definition:

The universal essence is the proportional unit of energy and matter in continuous interaction and unidirectional transformation, present in all systems of the universe.

This implies:

If the universal essence ...	Then...
Every phenomenon has a common structure	Research can formulate universal principles
There is no separation between energy and matter	Qualitative and quantitative are integrated
Every system responds to the same basis	Knowledge can be unified

Here the entire book is grounded.

2. Universal essence in the history of thought

Historical development shows attempts to approach essence:

Tradition	Contribution
Greek	Search for the permanent
Aristotelian	Essence–accident distinction

Tradition	Contribution
Medieval	Essence as object of knowledge
Rationalism	Access through reason
Empiricism	Limit in perception
Phenomenology	Access through experience
Princonser	Structural E–M integration

The central contribution of the Princonser Method is:
*Essence is not only conceptual. It manifests structurally as
 an energy–matter unit in all systems.*

3. Why is it necessary to recover essence?

The absence of a structural understanding of essence has generated the crisis of knowledge:

Without essence:

- Fragmentation of knowledge
- Epistemological relativism
- Limited empiricism
- Impossibility of formulating laws

With essence:

- Unity of knowledge
- Structural coherence
- Methodological integration
- Possibility of scientific law

This explains the entire journey of the book.

4. Universal essence from the Princonser Method

Complete structural definition:

All systems of the universe are proportional units of energy and matter, in continuous interaction and unidirectional and cyclical transformation, hierarchically organized by universal principles, whose purpose is coherence and conservation.

Structural breakdown:

Component	Function
System	Relational unit
Energy–Matter	Inseparable duality
Transformation	System dynamics
Universal principles	Organization
Hierarchy	Direction (higher energy orders lower)
Coherence	Structural balance
Conservation	Purpose of the system

This definition integrates the entire Princonser matrix.

5. Manifestations of universal essence

Essence is unique, but its manifestations are multiple according to the level of the system:

Level	Manifestation
Physical	Natural laws
Biological	Homeostasis
Psychological	Cognitive coherence
Social	Norms and organization
Epistemological	Scientific method

This allows:

- Integrating disciplines
- Avoiding reductionisms
- Understanding unity in diversity

6. Implications for the thesis

Understanding universal essence completely transforms research:

Implication	Application
Unity of knowledge	Every thesis can formulate law
Methodological integration	Quantitative + Qualitative
Transcendence	Case → Principle
Ethical direction	Conservation of the system

This directly connects with the formulation of scientific law (Chapter 15).

7. Essence and the thesis crisis

Direct structural relationship:

Problem	Cause
Fragmentation	Absence of essence
Weak problem	Lack of principle
Chaotic theoretical framework	Absence of structural axis
Empty conclusion	Absence of law

Structural solution:

Recover universal essence from the beginning of the research process

8. How to incorporate essence into the thesis

Operational application:

1. State the universal principle
2. Identify the energy dimension (E)
3. Identify the material dimension (M)
4. Apply the hierarchical organization
5. Orient the process towards conservation

This articulates all the chapters of the book into a coherent system.

9. Chapter summary

Universal essence is:

- ✓ The foundation of knowledge
- ✓ The structure of reality
- ✓ The condition of possibility of science

Without it:

- ✗ No coherence
- ✗ No integration
- ✗ No scientific law

With it:

- ✓ Knowledge is unified
- ✓ Research is structured
- ✓ Law becomes possible

Integration of key chapter content

Universal essence in the Princonser Method

Component	Function	Expression in the thesis
System	Relationship	Structure of the problem
Energy–Matter	Unity	Qualitative–quantitative method
Principle	Direction	Theoretical framework
Hierarchy	Order	Methodological design
Coherence	Integration	Results
Conservation	Purpose	Scientific law

Structural reading table

Dimension	Content
Philosophical	Universal essence is the foundation of all knowledge

Dimension	Content
Scientific	It allows integration of methods and formulation of laws
Ethical	It orients research towards conservation

Immediate application for the thesis researcher

1. Does your thesis recognize that it studies an energy–material system?
2. Have you clearly stated the universal principle?
3. Does your method respond to the principle, or does the principle respond to your method?
4. Does your research integrate energy and matter?
5. Does your scientific law contribute to the conservation of the system?

CHAPTER 17 – UNIVERSAL PRINCIPLES

1. What are universal principles?

In Chapter 16, universal essence was established as the unit of energy and matter.

From this, the next structural level is defined:

Universal principles are the fundamental forms in which universal essence manifests itself in all systems.

Structural definition:

They are necessary, universal, and hierarchical affirmations that express the essential relationship between energy and matter in the systems of the universe.

This implies:

Characteristic	Implication
Necessary	Do not depend on context
Universal	Fulfilled in every system
Hierarchical	Organize system levels
Descending	Applied from principle to case

Key correction:

✗ They are not induced from data

✓ They are applied to data

2. Difference between principles, laws, and theories

This point completely orders the method:

Level	Nature	Function
Universal essence	E–M unit	Foundation
Universal principles	Essential relationship	Organization
Universal laws	System dynamics	Regulation
Scientific law	Contextual manifestation	Expression
Theory	Historical construction	Explanation

Structural relationship:

Essence → Principles → Laws → Scientific law → Theory

Common error:

- Confusing theory with principle
- Confusing law with principle

Result:

✗ Relativism

✗ Dogmatism

3. Universal principles of the Princonser Method

Here the core of the method is established.

Principle of Inseparability

Rule: Unity of universal essence

Statement: *In all systems, energy and matter are proportionally inseparable.*

Implication:

- No energy exists without matter
- No matter exists without energy

Application in the thesis:

- Qualitative and quantitative are not separated
- Every phenomenon must be analyzed as an E–M unit

Principle of Conservation

Rule: Transformation cycle $E \rightarrow M \rightarrow E$

Statement: *All forms of energy are conserved through their transformation into matter and their return to energy.*

Implication:

- Nothing is lost, everything is transformed
- System coherence maintains its stability

Application in the thesis:

- Knowledge must return to law
- Research must maintain coherence

Principle of Destruction

Rule: Transformation of matter into energy

Statement: *Every unstable material system destroys itself, releasing energy.*

Implication:

- Incoherence generates rupture
- Rupture releases transformation

Application in the thesis:

- The problem is a rupture
- The thesis researcher's crisis (Chapter 12) is an expression of this principle

4. Relationship between universal principles

The principles do not act in isolation. They form an integrated system:

Principle	Relationship
Inseparability	Basis of every system
Conservation	Maintains coherence
Destruction	Explains rupture

Structural dynamics:

- Inseparability establishes unity
- Conservation maintains equilibrium
- Destruction explains transformation in the face of incoherence

All operate simultaneously in any phenomenon

5. Application in the thesis

The principles organize the entire research:

Thesis element	Applied principle
Problem	Destruction (rupture)
Theoretical framework	Inseparability (conceptual unity)
Method	Conservation (E–M coherence)
Data	Manifestation of unity
Law	Return to equilibrium

This structurally connects the entire book.

6. Consequences of ignoring the principles

When the principles are not applied:

Ignored principle	Consequence
Inseparability	Fragmentation (quantitative vs. qualitative)
Conservation	Loss of coherence
Destruction	Inability to identify the problem

This explains:

The structural failure of the thesis researcher (Chapter 12)

7. Integrative example

Structural application shows:

- Inseparability → Unity of phenomenon
- Destruction → Identification of problem
- Conservation → Development of method
- Transformation → Data → Law

Result: Formulation of a coherent scientific law

8. Chapter summary

Universal principles are:

- The operational expression of universal essence
- The basis of knowledge organization
- The condition of structural coherence

Without them:

- ✗ Fragmentation
- ✗ Methodological error
- ✗ Impossibility of law

With them:

- ✓ Integration
- ✓ Coherence
- ✓ Possibility of scientific certainty

Integration of key chapter content

Universal principles in the Princonser Method

Principle	Function	Application in the thesis
Inseparability	Unity	E–M integration
Conservation	Coherence	Method development
Destruction	Rupture	Problem formulation

Structural reading table

Dimension	Content
Philosophical	Principles express the structure of reality
Scientific	They allow coherence in research
Ethical	Conservation orients knowledge

Immediate application for the thesis researcher

1. Is your phenomenon treated as an energy–matter unit?
2. Have you identified the rupture (problem) in your system?
3. Does your research maintain structural coherence?
4. Does your process complete the E–M–E cycle?
5. Does your thesis allow the restoration of system conservation?

CHAPTER 18 – UNIVERSAL LAWS

1. What are universal laws?

In the structure of knowledge, we have already defined:

- Universal essence → Foundation
- Universal principles → Organization
- Scientific law → Result

Now the dynamic level of the system is introduced:

Universal laws are the rules that describe how energy–material systems behave in their actual functioning.

Structural definition:

They are necessary affirmations that explain the dynamics of interaction, transformation, and stability of energy and matter in all systems.

2. Difference between levels of knowledge

This point completely orders the hierarchy:

Level	Nature	Function
Universal essence	E–M unit	Foundation
Universal principles	Essential relationship	Organization
Universal laws	System dynamics	Regulation
Scientific law	Contextual manifestation	Expression

Structural relationship:

Essence → Principles → Laws → Scientific law

3. Universal laws of the Princonser Method

Here the actual structure of the method is presented.

Law of Dependence

Rule: Dependence of energy and matter

Statement: *In every stable system, each type of energy corresponds to a type of matter in a proportion that guarantees its stability.*

Implication:

- No energy without material support
- No matter without energetic structure

Application in the thesis:

- Each variable (M) responds to a principle (E)
- Coherence between theory and data

Law of Interaction

Rule: Sequential E–M transformation

Statement: *In all systems, energy and matter mutually transform each other, conserving their proportionality.*

Implication:

- Constant relationship between levels
- Dynamics of knowledge

Application in the thesis:

Principle Data Law (E–M–E)

Law of Integration

Rule: Transformation of energy into organized matter

Statement: *In stable systems, incoming energy is transformed into matter, generating ascending qualitative changes.*

Implication:

- System growth
- Generation of structure

Application in the thesis:

- Development of knowledge
- Construction of theoretical framework and method

Law of Disintegration

Rule: Transformation of matter into energy

Statement: *In unstable systems, matter is transformed into energy, generating descending qualitative changes.*

Implication:

- Loss of structure
- System crisis

Application in the thesis:

- Problem = disintegration
- Thesis researcher's crisis (Chapter 12)

Law of Temporality

Rule: End of the material system

Statement: *Every material system is temporary due to its progressive disintegration.*

Implication:

- Every phenomenon has limited duration
- Stability is relative

Application in the thesis:

- Limited context
- Contextual scientific law

Law of Timelessness

Rule: Continuity of energy

Statement: *Energy is timeless and transcends the material system, integrating into new systems.*

Implication:

- Continuity of knowledge
- Transcendence of principle

Application in the thesis:

- Law transcends the case
- Knowledge projects itself

4. Relationship between universal laws

The laws are not independent; they form a dynamic system:

Law	Relationship
Dependence	Basis of stability
Interaction	System movement
Integration	Construction
Disintegration	Rupture
Temporality	Limit
Timelessness	Continuity

Complete dynamics:

- Dependence ensures proportion
- Interaction allows transformation
- Integration constructs
- Disintegration breaks
- Temporality limits
- Timelessness transcends

All operate simultaneously in every system

5. Application in the thesis

Universal laws structure the entire research:

Law	Function in the thesis
Dependence	Principle–data relationship
Interaction	Methodological process
Integration	Knowledge development
Disintegration	Problem identification
Temporality	Contextualization
Timelessness	Law projection

This connects all the chapters of the book.

6. Laws as quality criteria

A structurally correct thesis fulfills the universal laws:

Law	Indicator of failure
Dependence	Data without foundation
Interaction	Fragmented method
Integration	Lack of development
Disintegration	Problem not identified
Temporality	Poorly defined context
Timelessness	Law without transcendence

7. Integrative example

Complete application:

- Dependence → Principle–data relationship
- Interaction → E–M–E process
- Integration → Knowledge construction
- Disintegration → Problem identification
- Temporality → Context
- Timelessness → Projection

Result: Formulation of a coherent and transcendent scientific law

8. Chapter summary

Universal laws:

- Describe the dynamics of reality
- Organize the research process
- Guarantee structural coherence

Without them:

- ✗ Fragmented research
- ✗ Methodological incoherence
- ✗ Impossibility of law

With them:

- ✓ Structured research
- ✓ Total coherence
- ✓ Possibility of scientific certainty

Integration of key chapter content

Universal laws in the Princonser Method

Law	Function	Application
Dependence	E–M proportion	Principle–data relationship
Interaction	Transformation	E–M–E process

Law	Function	Application
Integration	Construction	Development
Desintegration	Rupture	Problem
Temporality	Limit	Context
Timelessness	Transcendence	Scientific law

Structural reading table

Dimension	Content
Philosophical	Universal laws describe the functioning of reality
Scientific	They allow structuring of research
Ethical	They orient towards conservation and transcendence

Immediate application for the thesis researcher

1. Does your research correctly relate principle and data?
2. Have you applied the E–M–E process coherently?
3. Does your problem reflect a disintegration of the system?
4. Have you clearly defined the context (temporality)?
5. Does your law transcend the particular case?

CHAPTER 19 – INTEGRATION OF THE THREE LEVELS

1. The problem of fragmentation in research

Throughout this book, a fundamental structural cause has been identified:

The conventional thesis is fragmented because it separates what in reality is integrated

The three fundamental levels of knowledge:

Level	Function	Problem in practice
Philosophical	Origin, meaning	Is omitted or becomes decorative
Scientific	Method, demonstration	Operates without direction
Ethical	Purpose, conservation	Is ignored or added at the end

Result:

- Thesis without foundation
- Method without meaning
- Results without utility

2. The Princonser Method as integrator

Here its true nature is defined:

The Princonser Method is not a set of steps...

It is an organizing system for total coherence of knowledge

Operational definition:

It integrates into a single structure:

- The why (philosophy)
- The how (science)
- The what for (ethics)

It does not add them... it articulates them through descending coherence.

3. Integration of the philosophical level

The method acts from the foundation:

Action	Result
Make the principle explicit	Clear foundation
Connect principle–problem	Structural coherence
Derive epistemology	Non-arbitrary method

The problem ceases to be a question. It becomes a structural incoherence

4. Integration of the scientific level

Here the structural operation occurs:

Action	Result
Derive the method from the principle	Methodological coherence
Materialize ($E \rightarrow M$)	Data with meaning
Dematerialize ($M \rightarrow E$)	Scientific law

The method ceases to be technical, and becomes a consequence of the principle.

5. Integration of the ethical level

This level closes and orients the entire system:

Action	Result
Make the purpose explicit	Clear direction
Apply conservation	Structural value
Evaluate impact	Real utility

Without this level:

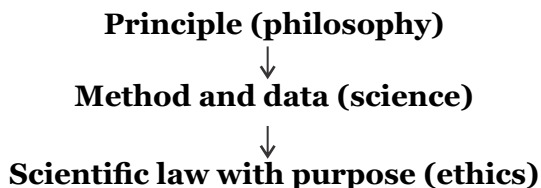
- ✗ The thesis loses meaning
- ✗ Knowledge loses direction

6. Descending coherence as the central mechanism

Here the core of the chapter is established:

Integration is only possible in a descending direction

Structural scheme



Critical error

Data → Conclusion → “Principle”

Fragmented induction

Principle → Method → Law

7. Benefits of integration

When the three levels are integrated:

Benefit	Manifestation
Total coherence	The thesis functions as a unit
Real rigor	Method with foundation
Utility	Applicable impact
Clarity	Reduction of blockage
Fair evaluation	Structural criteria

The thesis researcher ceases to "assemble" the thesis
And begins to develop it from a principle.

8. Method as structural understanding

Here a critical error is avoided:

✗ Applying Princonser as a technique

✓ Understanding Princonser as a structure

Incorrect use	Correct use
Following mechanical steps	Understanding relationships
Imposing format	Deriving structure
Copying models	Generating coherence

The Princonser Method is not applied.
It is understood and deployed

9. Indicators of real integration

A thesis is truly integrated when:

- It has an explicit principle
- The method is derived from that principle
- Data materialize it ($E \rightarrow M$)
- Analysis reconstructs it ($M \rightarrow E$)
- The law expresses it
- Ethics orients it

Everything responds to the same structure

10. Integrative example

Complete development allows us to observe the system in operation:

- ✓ principle $\rightarrow$ structural coherence
- ✓ method $\rightarrow$ Integrated measurement and understanding
- ✓ data $\rightarrow$ Manifestation of the principle
- ✓ analysis $\rightarrow$ Integration of levels
- ✓ law $\rightarrow$ Expression of certainty
- ✓ Ethics $\rightarrow$ Orientation towards conservation

Here there are no isolated parts

There is a dynamic and coherent system

11. Chapter summary

The Princonser Method:

- ✓ Integrates philosophy, science, and ethics
- ✓ Organizes the thesis as a system
- ✓ Eliminates fragmentation
- ✓ Allows the formulation of a scientific law

Without integration:

- Weak thesis
- Structural incoherence

With integration: Thesis as a structural unit of knowledge.

Integration of key chapter content

Integration of the three levels in Princonser

Level	Function	Result
Philosophical	Origin	Universal principle
Scientific	Operation	Method + data
Ethical	Direction	Scientific law with purpose

Structural reading table

Dimension	Content
Philosophical	Reality is one; separation is artificial
Scientific	Integrating levels strengthens rigor
Ethical	Without direction, knowledge loses meaning

Immediate application for the thesis researcher

1. Does your thesis integrate or separate the three levels?
2. Is your principle explicit from the beginning?
3. Is your method derived from that principle?
4. Does your scientific law have a clear ethical direction?
5. Does your thesis function as a system or as isolated parts?

CHAPTER 20 – ROLE IN EACH TYPE OF RESEARCH

1. The Princonser Method as a transversal optimizer

Here a critical idea is established:

The Princonser Method is not a type of research...

It is the principle that organizes all types of research

This implies:

Level	Function
Philosophical	Defines the universal
Scientific	Organizes the method
Ethical	Orients the purpose

In relation to approaches:

Approach	Role of Princonser
Quantitative	Gives direction to data
Qualitative	Gives direction to interpretation
Mixed	Integrates both levels

It does not compete with methods

It organizes, integrates, and orients them

2. Role in quantitative research

Structural problem

Problem	Consequence
Data without principle	Meaningless numbers

Problem	Consequence
Method by convenience	Incoherence
Induction without structure	Weak laws
Ethical absence	Irrelevance

Optimization from Princonser

Action	Result
Explicit principle	Data with meaning
Method derived from principle	Structural coherence
Conscious materialization ($E \rightarrow M$)	Valid data
Dematerialization ($M \rightarrow E$)	Scientific law
Ethical direction	Real utility

The number ceases to be an end
And becomes a manifestation of the principle

3. Role in qualitative researcha

Structural problem

Problem	Consequence
Free interpretation	Relativism
Subjectivity without basis	Absence of law
Induction without direction	Incoherence

Problem	Consequence
Implicit ethics	Lack of impact

Optimization from Princonser

Action	Result
Principle as guide	Coherent interpretation
Structured analysis	Meaningful understanding
Narrative materialization ($E \rightarrow M$)	Valid data
Dematerialization	Pattern $\rightarrow$ law
Ethical direction	Real transformation

Interpretation ceases to be subjective

And becomes a structural expression of the principle

4. Role in mixed research

Structural problem

Problem	Consequence
Sum of methods	Duplication
Epistemological incoherence	Contradiction
Absence of hierarchy	Confusion
Separate ethics	Incoherence

Optimization from Princonser

Action	Result
Single principle	Structural unity
Complementarity of levels	Real integration
Descending hierarchy	Methodological order
Final integration	One single scientific law
Unified ethics	Total coherence

The mixed approach ceases to be a combination
And becomes a structural integration of the

5. Comparative synthesis

Type	Problem	Optimization	Result
Quantitative	Data without direction	Principle → method	Quantitative law
Qualitative	Interpretation without basis	Principle → understanding	Law of meaning
Mixed	Mechanical sum	Hierarchical integration	Integrated law

6. Chapter summary

The Princonser Method:

- ✓ Does not replace methods
- ✓ Structurally organizes them

- ✓ Integrates them in coherence
 - ✓ Orients them towards a purpose
- And allows: Moving from fragmented research.
To structurally coherent research

Integration of key chapter content

Optimizing role of the Princonser Method in research types

Type	Function	Result
Quantitative	Materialize the principle	Quantifiable law
Qualitative	Understand the principle	Law of meaning
Mixed	Integrate E–M levels	Unified law

Structural reading table

Dimension	Content
Philosophical	All methods express universal principles
Scientific	Optimization is methodological coherence
Ethical	Every method must be oriented towards conservation

Immediate application for the thesis researcher

1. Does your type of research respond to a principle or to a preference?
2. Is your method derived from that universal principle?
3. Does your analysis lead to the formulation of a scientific law?
4. Does your research have a clear ethical direction?
5. Is your approach structured or fragmented?

PART IV

ANALYSIS AND FORMULATION OF LAW (ASCENT $M \rightarrow E$)

CHAPTER 21 – DEEPENING, OPTIMIZATION, AND VIABILITY

1. The three dimensions of the optimizing role

Here one of the most powerful syntheses of the Princonser Method is presented: *The Princonser Method acts simultaneously in three dimensions: deepening, optimization, and viability.*

Dimension	Function	Key question
Deepening	Elevate the level of understanding	What is the essence of the phenomenon?
Optimization	Reduce waste of resources	How to do it with greater coherence?
Viability	Make the thesis possible	How to make it realizable?

- They are not stages
- They are simultaneous actions of structural thought

2. Deepening: from surface to essence

Structural problem

Level	Consequence
Surface	Description without law
Intermediate	Method without foundation
Deep (infrequent)	Connection with principles

Action from Princonser

Action	Result
Connect with universal principles	Structural understanding
Apply descending hierarchy	Coherence
Complete the E–M–E cycle	Total integration
Orient towards conservation	Meaning

The phenomenon ceases to be an isolated "case"
And becomes a manifestation of the universal principle

3. Optimization: doing more with less coherence***Structural problem***

Resource	Consequence
Time	Constant delays
Energy	Thesis researcher frustration
Data	Useless information
Money	Unnecessary expense

Action from Princonser

Action	Result
Explicit principle	Clear focus
Derived method	Precision

Action	Result
Directed data	Utility
Structured analysis	Scientific law
Explicit ethics	Direction

Methodological trial and error is eliminated.

4. Viability: making the thesis possible

Structural problem

Cause	Consequence
Excessive scope	Blockage
Inaccessible data	Paralysis
Complex method	Abandonment
Lack of direction	Confusion

Action from Princonser

Action	Result
Adjust scope to the principle	Clarity
Reduce structural complexity	Manageability
Flexibility within coherence	Alternatives
Descending coherence	Constant guidance

The thesis is not reduced. It is concentrated on the essential

5. The triple integrated action

Here a key structural synthesis is achieved:

Dimension	Central action	Result
Deepening	Universal principle	Understanding
Optimization	Methodological derivation	Efficiency
Viability	Structural adjustment	Possibility

A well-structured thesis is not more extensive. It is more coherent.

6. Integrative example

Applied development shows the method in action:

- Initial problem → too broad
- Principle → coherence between essential variables
- Optimization → reduction to what is necessary
- Viability → real access to data

Result: **Deep + efficient + realizable thesis**

7. Chapter summary

The Princonser Method acts simultaneously in three dimensions:

- Deepens → avoids superficiality
- Optimizes → eliminates waste
- Makes viable → makes research possible

Without this triple action:

✗ Extensive but weak thesis

✗ High effort with low results

With it: Clear, efficient, and structurally realizable thesis

Integration of key chapter content

Triple action of the Princonser Method

Dimension	Function	Result
Deepening	Connect with principles	Understanding
Optimization	Derive method	Efficiency
Viability	Adjust to reality	Possibility

Structural reading table

Dimension	Content
Philosophical	To deepen is to connect with universal essence
Scientific	To optimize is to apply hierarchy and coherence
Ethical	To make viable is to respect the real limits of the system

Immediate application for the thesis researcher

1. Does your thesis connect with a universal principle (deepening)?
2. Is your method derived from that principle (optimization)?
3. Is your research realizable with your resources (viability)?

If one of these dimensions fails, the entire structure weakens

CHAPTER 22 – UNIVERSAL PRINCIPLE: EVERY THESIS → SCIENTIFIC LAW

1. The guiding principle of this work

This chapter makes explicit what has been implicit throughout the entire development of the book: *Every university thesis, regardless of its type, must be conducted from its philosophical foundation, its scientific development, and its ethical orientation towards the formulation of a scientific law.*

This statement is not a methodological ideal: **It is a structural requirement of knowledge.**

Universal foundation

Foundation	Implication
Universal Essence	The thesis is an energy–material system (E–M)
Principle of Inseparability	Theory and data are not separated
Principle of Conservation	Knowledge must return to law
Principle of Destruction	The problem expresses rupture
Law of Interaction	The E–M–E cycle is fulfilled
Law of Dependence	Principle–data relationship
Law of Integration	Construction of knowledge
Law of Disintegration	Problem identification

Foundation	Implication
Law of Temporality	Context
Law of Timelessness	Transcendence of law

This principle synthesizes the entire structure of the Princonser Method.

2. Why must every thesis arrive at a law?

Here the error of the conventional approach is definitively corrected:

Conventional conclusion	Limitation	Princonser approach
Describes results	Does not structure	Expresses law
Uses probability	No certainty	Contextual certainty
Recommends	Disconnected	Law orients action
Does not close the process	Incomplete	Closes the E-M-E cycle

Without scientific law → there is no structural closure of knowledge

3. Types of law according to research

This point definitively orders the methodology:

Type of research	Type of law	Expression
Quantitative	Quantifiable law	Numerical relationship
Qualitative	Law of meaning	Structural pattern

Type of research	Type of law	Expression
Mixed	Integrated law	E–M unity
Exploratory	Emergent law	Structural tendency

The frequent error is eliminated:

✗ "My thesis cannot generate law"

✓ Every thesis can formulate a contextual law

4. Complete structural route

Here the total architecture of the book is revealed:

Level	Concept	Role
1	Universal Essence	Foundation
2	Universal Principles	Organization
3	Universal Laws	Operation
4	Scientific Law	Result

The thesis does not begin with data. It begins with universal essence

5. Law as contextual certainty

Here one of the deepest contributions of the Princonser Method is established:

Conventional science	Princonser Method
Probability	Structural coherence

Conventional science	Princonser Method
Induction	Structural descent
Uncertainty	Contextual certainty

Key definition

A scientific law is certain when:

- It is coherent with the universal principle
- The method materializes it ($E \rightarrow M$)
- The data express it
- Analysis reconstructs it ($M \rightarrow E$)
- Ethics orients it towards conservation

Certainty is not absolute. It is structural coherence within a context.

6. Transformation examples

The application of the method confirms:

- Quantitative research $\rightarrow$ numerical law
- Qualitative research $\rightarrow$ law of meaning
- Mixed research $\rightarrow$ integrated law

This demonstrates: Regardless of the method. All structural paths lead to scientific law

7. Objections and resolution

This section resolves the main resistances:

Objection	Structural response
"Not every thesis generates law"	Every thesis generates contextual law

Objection	Structural response
"Law is dogmatic"	Law is coherent, not absolute
"Only probability exists"	Coherence is a criterion of certainty
"My thesis is small"	Law can be local

8. Chapter summary

This chapter definitively establishes:

The scientific law is not an optional result. It is the obligatory structural destination of every thesis.

Integration of key chapter content

Universal principle: every thesis → scientific law

Level	Function	Result
Essence	Foundation	E–M system
Principles	Organization	Coherence
Universal laws	Operation	Process
Scientific law	Synthesis	Contextual certainty

Structural reading table

Dimension	Content
Philosophical	Law is a manifestation of the universal principle
Scientific	Law integrates the entire research process

Dimension	Content
Ethical	Law orients action towards conservation

Immediate application for the thesis researcher

1. Can your thesis formulate a law according to its type of research?
2. Have you made the universal principle explicit from the beginning?
3. Does your result express probability or contextual certainty?

If there is no scientific law. The thesis is structurally incomplete.

CHAPTER 23 – CONDUCTING ANY RESEARCH TOWARDS LAW

1. The key question: how to lead any thesis to a law?

This chapter directly responds to the previously established requirement:

*If every thesis must arrive at a scientific law...
Then there must be a universal route to achieve it.*

The answer of the Princonser Method is structurally clear:

- The route is unique in its structure.
- But flexible in its starting point

Possible starting points

Starting point	Strategy
Clear principle	Direct descending application
Implicit principle	Revelation → application
Material phenomenon	Measurement
Energy phenomenon	Understanding
Mixed phenomenon	Integration

- This eliminates any methodological excuse
- Any research can be conducted towards law

2. Conduction from a clear principle (descent)

This is the ideal structural case.

Structural route

Principle → Materialization → Data → Dematerialization

Law → Conservation

Operational process

Step - Action

1. State the universal principle
2. Define the level of the phenomenon (E, M, or E–M)
3. Design the derived method
4. Collect data (E→M)
5. Analyze (M→E)
6. Formulate the scientific law
7. Orient towards conservation

Here there is no structural loss: everything flows in descending coherence

3. Conduction from an implicit principle (ascent → descent)

This is the most frequent case in research practice.

Structural route

Exploration → Patterns → Principle → Descent → Law

Critical key

The scientific law can only be formulated when the principle has been made explicit

The ascending phase:

- Reveals the principle
- Does not yet produce the law

The law appears only in the descending moment

4. Conduction in quantitative research

Structural logic

- principle → variables
- variables → data
- data → Relationships
- Relationships → law

Result

Quantifiable law:

- Expresses numerical relationships
- As a manifestation of the universal principle

5. Conduction in qualitative research

Structural logic

- principle → experience
- experience → Narrative
- Narrative → Pattern
- Pattern → law

Result

Law of meaning:

- Expresses structural patterns
- As a manifestation of the principle

6. Conduction in mixed research

Structural logic

- principle → Double manifestation (E–M)
- data → Quantitative + Qualitative

- analysis → double level
- integration → single law

Structural key

There are not two laws...

There is a single law expressed on two levels

7. Conduction in exploratory research

Structural route

Exploration → pattern → principle → emergent law

Structural key

- The law can be emergent
- But it must be formulated as a law

Exploration does not eliminate the requirement of law.
It only modifies the starting point.

8. Critical success factors

This is one of the most important contributions of the chapter:

Factor	Function	Risk if missing
Explicit principle	Direction	Chaos
Descending coherence	Order	Incoherence
E–M–E cycle	Completeness	Incomplete thesis
Complementarity	Adequacy	Methodological error
Ethics	Purpose	Irrelevance
Scope proportion	Balance	Imbalance

The scientific law does not fail...

The conduction towards it fails

9. Chapter summary

This chapter definitively establishes:

There is a single structural route for all research:

Principle → Materialization → Desmaterialization →

Law → Conservation

What changes:

✓ Techniques

✓ Instruments

✓ Approaches

What does not change:

✓ The structure of knowledge

Integration of key chapter content

Universal route of conduction towards scientific law

Step	Action	Result
1	Universal principle	Direction
2	Materialization ($E \rightarrow M$)	Data
3	Dematerialization ($M \rightarrow E$)	Understanding
4	Scientific law	Contextual certainty
5	Conservation	Ethical purpose

Structural reading table

Dimension	Content
Philosophical	All knowledge follows descending coherence
Scientific	The route guarantees law in any approach
Ethical	The law must be oriented towards conservation

Immediate application for the thesis researcher

1. Does your research start from an explicit or implicit principle?
2. Have you correctly designed the materialization of data (E→M)?
3. Does your analysis reconstruct the principle (M→E)?
4. Can you formulate the scientific law as contextual certainty?
5. Does your law have a clear ethical purpose?

CHAPTER 24 – FOUNDATIONS FOR FORMULATING LAWS

1. What does it mean to formulate a law?

This chapter begins by correcting a critical error:

Formulating a scientific law is not writing a more elaborate conclusion. It is fulfilling universal structural conditions.

Structural definition

Formulating a scientific law means:

- Explicitly expressing a universal principle
- Demonstrating its manifestation in data ($E \rightarrow M$)
- Ensuring descending coherence
- Reconstructing the principle ($M \rightarrow E$)
- Orienting knowledge towards conservation

Key elements

Element	Function
Principle	Origin
Data	Manifestation
Coherence	Structural validation
Context	Delimitation
Éthics	Purpose

If one of these is missing:

- There is no scientific law
- There is only a descriptive conclusion

2. The five foundations of scientific law

This is the core of the chapter:

Foundations of the Princonser Method

Fundament	Function
Ontological	Coherence with universal essence
Epistemological	Derivation from the principle
Methodological	Fulfillment of the E–M–E cycle
Ethical	Orientation towards conservation
Contextual	Valid delimitation

These foundations are not optional: They are necessary conditions for the existence of a scientific law.

3. Ontological foundation (coherence)

Key

The law must express:

- A structural regularity
- Coherent with universal essence (E–M)

Typical error

- Describing results
- Organizing the phenomenon from the principle

Appropriate expression

- "Principle X manifests itself..."
- "It was found that..."

4. Epistemological foundation (hierarchy)

Key

The law must:

- Be derived from the universal principle
- Not emerge inductively from the data

The scientific law is not discovered by accumulation. It is formulated through structural coherence

5. Methodological foundation (E–M–E cycle)

Key

The complete cycle must be fulfilled:

Principle → Materialization → Data → Desmaterialization

Law

Typical error

- Theory without data
- Data without law
- Complete integration of the process

6. Ethical foundation (conservation)

Key

Every law must answer: What is this knowledge for?

Levels of application

Level	Aplication
Personal	Thesis researcher development
Social	Impact on the community
Planetary	Sustainability

Typical error

- Superficial recommendations
- Structural orientation towards conservation

7. Contextual foundation (scope)***Key***

Every law must make explicit:

- Where it applies
- Under what conditions
- For whom

Typical error

- Universalization without basis
- Precise delimitation of scope

8. Structure of a scientific law

This is one of the most operational contributions of the chapter:

Mandatory components

Level	Aplication
Context	Delimits
Principle	Organizes
Manifestation	Evidence
Certainty	Affirms
Ethics	Orients

Structural result

A well-formulated scientific law is:

- Clear
- complete
- coherent
- applicable

9. Chapter summary

This chapter definitively establishes:

It is not enough to arrive at a scientific law. It is necessary to ensure that it fulfills the five universal foundations

Integration of key chapter content

Foundations for formulating scientific laws

Foundation	Function	Result
Ontological	Coherence	Validity
Epistemological	Direction	Order
Methodological	Process	Evidence
Ethical	Purpose	Utility
Contextual	Scope	Precision

Structural reading table

Dimension	Content
Philosophical	The law expresses the coherence of the system

Dimension	Content
Scientific	The foundations guarantee structural validity
Ethical	The law must be oriented towards conservation

Immediate application for the thesis researcher

Evaluate your scientific law using these five criteria:

1. Does your law express a structural regularity (ontological foundation)?
2. Does it start from an explicit universal principle (epistemological foundation)?
3. Does it fulfill the complete E–M–E cycle (methodological foundation)?
4. Does it have a clear purpose (ethical foundation)?
5. Is it correctly delimited (contextual foundation)?

If one fails: The scientific law is not structurally complete

CHAPTER 25 – SCIENTIFIC LAW AS THE FINAL RESULT

1. Law as structural culmination

This chapter synthesizes the entire journey developed in this work:

- From the origin of knowledge
- To the formulation of scientific law

Structure of the journey

Part of the book	Function
Foundation	Origin of knowledge
Levels	Organization
Methods	Operation
Problem	Diagnosis
Universal foundations	Ontological basis
Optimization	Efficiency
Conduction	Direction towards law

Result: The scientific law is not an additional element. It is the necessary culmination of the entire system

2. What is scientific law as a final result?

Structural definition

Scientific law is the explicit expression of how a universal principle manifests itself in a determined context, obtained through descending coherence, via the E–M–E cycle, and

oriented towards the conservation of the system.

Definitive difference

Aspect	Conclusion	Scientific law
Nature	Probable	Contextual certainty
Origin	Data	Principle
Method	Inductive	Descending
Purpose	Formal closure	Operational opening

With this, the methodological debate is definitively closed.

3. The complete process from thesis to law

This is one of the most powerful contributions of the chapter:

Structural phases

1. Foundation → 2. Materialization → 3. Dematerialization
4. Ethical Orientation

Internal logic

Phase	Function
Foundation	Universal principle
Materialization	Data ($E \rightarrow M$)
Dematerialization	Law ($M \rightarrow E$)
Ethics	Purpose (conservation)

Here the complete cycle is closed: $E \rightarrow M \rightarrow E$

4. Law as a beginning (not only as an end)

This is a fundamental conceptual shift:

As a result	As a beginning
Closes the thesis	Opens application
Answers the problem	Generates new questions
Demonstrates coherence	Allows prediction
Individual achievement	Collective impact

Scientific law transforms research into action.

5. Quality criteria of the law

This section consolidates the foundations of the previous chapter:

Essential criteria

Criterion	Function
Explicit principle	Foundation
Defined context	Scope
Proven manifestation	Evidence
Contextual certainty	Rigor
Ethics	Purpose
Structural coherence	Integrity

If one is missing:

- There is no scientific law
- There is only a conclusion

6. Law according to academic level

This point corrects a frequent error in university education:

Academic level	Type of law
Undergraduate	Local law
Master's	Intermediate-scope law
Doctorate	Broad-scope law

Academic level modifies the scope. It does not eliminate the obligation to formulate a law.

7. Chapter summary

This chapter definitively establishes: *Scientific law is the necessary final result of every structurally coherent thesis.*

Implications

Without law:

- Incomplete thesis
- Fragmented knowledge

With law:

- Structured knowledge
- Real applicability
- Scientific contribution

Integration of key chapter content

Scientific law as the final result

Phase	Action	Result
Foundation	Principle	Direction
Materialization	Data	Evidence
Dematerialization	Law	Contextual certainty
Ethics	Conservation	Purpose

Structural reading table

Dimension	Content
Philosophical	Law is a manifestation of the universal principle
Scientific	Law integrates the entire research process
Ethical	Law orients action towards conservation

Immediate application for the thesis researcher

1. Does your thesis culminate in an explicit scientific law?
2. Does your law express a universal principle?
3. Is your law a contextual certainty and not a probability?
4. Does your law have a clear application?
5. Does your law answer the question: "What is it for?"

PART V

SYSTEM INTEGRATION AND SCIENTIFIC THOUGHT

CHAPTER 26 – THE THESIS AS A SYSTEM

1. What does "the thesis as a system" mean?

Conventional methodology conceives the thesis as a structured document:

- Introduction
- Theoretical framework
- Methodology
- Results
- Conclusions

This is correct at the formal level, but insufficient at the structural level.

Princonser structural definition:

The thesis is an energy–material system in which all its components are hierarchically organized by a universal principle, oriented towards coherence, and directed towards the formulation of a scientific law with the purpose of conservation.

Fundamental implication

Traditional conception	Princonser conception
Independent parts	Interdependent levels
Fragmented evaluation	Evaluation by coherence
Format matters	Structure matters
Is assembled	Develops organically

Here the radical change occurs: The thesis is not constructed. it develops from a principle.

2. The thesis as an energy–material system (E–M)

Returning to universal essence:

Dimensions of the thesis

Dimension / Expression in the thesis

- Energy (E): Principle, thought, intention, coherence
- Matter (M): Text, data, tables, instruments

Structural rule

- Without energy → the thesis becomes an empty document
- Without matter → the thesis becomes speculation

The complete thesis:

- Integrates thought + data
- Integrates principle + evidence

3. The thesis as a hierarchical system (descending)

Applying structural hierarchy:

Descending structure

Level	Component	Function
1	Principle	Organiza
2	Theoretical framework	Expresses manifestations of the principle
3	Methodology	Materializes (E → M)
4	Results	Express data
5	Analysis	Dematerializes (M → E)

Level	Component	Function
6	Scientific law	Synthesizes

Key rule

If the principle is modified. The entire thesis system is transformed

This eliminates fragmentation:

- Independent chapters
- Coherent system

4. Traditional structure vs. systemic structure

Here a profound transformation occurs:

Structural comparison

Element	Traditional	Systemic (Princonser)
Problem	Question	Structural incoherence
Theoretical framework	Theories	Manifestations of the principle
Method	Choice	Derivation
Data	Results	Materialization
Analysis	Technique	Dematerialization
Conclusion	Answer	Scientific law

The difference is not in form...

It is in the structure of knowledge

5. Components of the thesis as a system (operational rereading)

Problem

Before: situation

Now: incoherence of the principle

Theoretical framework

Before: accumulation of theories

Now: manifestations of the principle

Methodology

Before: technical choice

Now: derivation from the principle

Results

Before: isolated data

Now: materialization of the principle

Analysis

Before: technical interpretation

Now: dematerialization towards law

Conclusion

Before: final answer

Now: formulation of scientific law

6. Indicators that the thesis functions as a system

One of the most operational contributions of the chapter:

Key indicators

Indicator	Sign of failure
Explicit principle	Appears only at the end
Coherence	Disconnected chapters
Derived method	Arbitrary choice
Connected data	Generic data
Directed analysis	Mechanical analysis
Clear law	Weak conclusion
Explicit ethics	Absence of purpose

A thesis fails as a system. Before it fails as a document.

7. Integrative example

Development allows us to observe the system in operation:

- Principle → Structural coherence
- Problem → Incoherence
- Method → Derivation
- Data → Manifestation
- Analysis → Integration
- Law → Synthesis

Here it is evidenced: The thesis as a dynamic structural organism.

8. Chapter summary

The thesis is:

- An energy–material system
- A hierarchical system

- A coherent system
- A transformative system (E–M–E)
- A system oriented towards conservation

Key transformation

- Writing chapters
- Developing a structural system

Integration of key chapter content

The thesis as a system in the Princonser Method

Level	Function	Result
Energy	Principle	Direction
Matter	Data	Evidence
Hierarchy	Organization	Coherence
Transformation	E-M-E	Scientific law
Conservation	Purpose	Meaning

Structural reading table

Dimension	Content
Philosophical	The thesis is a coherent system
Scientific	Coherence is a criterion of validity
Ethical	The thesis must be oriented towards conservation

Immediate application for the thesis researcher

1. Is your thesis a set of parts or a structural system?
2. Does your principle organize all the chapters?
3. Can you connect each section with that principle?
4. Does your law synthesize the entire system?
5. Does your thesis have a clear ethical direction?

CHAPTER 27 – FLOW OF SCIENTIFIC THOUGHT

1. What is the flow of scientific thought?

In conventional methodology, scientific thought is understood as:

Hypothesis → Data → Confirmation or refutation

This flow presents structural limitations:

- Ascending
- Fragmented
- Probabilistic

Princonser structural definition

The flow of scientific thought is the coherent movement from universal principles towards their materialization in data and their dematerialization into laws, following a descending direction and oriented towards conservation.

Structural difference

Conventional flow	Princonser flow
Data → Theory → Law	Principle → Method → Data → Law
Ascending	Descending
Induction	Application
Probability	Contextual certainty

Here scientific thought is redefined:

It does not ascend... it descends structurally

2. Stages of the flow of scientific thought

Stage	Process	Result
1	Principle	Direction
2	Method	Design
3	Data	Materialization ($E \rightarrow M$)
4	Analysis	Recognition ($M \rightarrow E$)
5	Law	Synthesis
6	Ethics	Purpose

Critical key

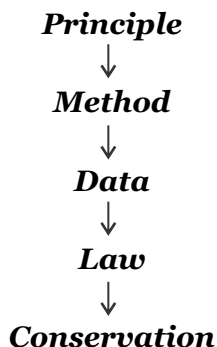
Analysis is the only ascending moment... but controlled

- It does not discover the principle
- It recognizes its manifestation

3. The descending flow as a structure of thought

Here the architecture of knowledge is consolidated:

Princonser scheme



Fundamental rule

To think scientifically is to think from the principle towards reality.

4. Dangers of the ascending flow

The conventional approach presents structural risks:

Main problems

Problem	Consequence
Induction without structure	Weak law
Arbitrary method	Incoherencie
Fragmentation	Disconnected thesis
Fictitious neutrality	Ethical absence

Result:

- Probabilistic knowledge
- Without direction

5. Comparative example (key of the chapter)***Incorrect flow (ascending)***

- Data → Correlation
- Correlation → Conclusion
- Conclusion → Recommendation

✗ Without principle

✗ Without scientific law

Correct flow (Princonser)

- Principle → Method
- Method → Data

- data → analysis
- analysis → law
- ✓ Total coherence
- ✓ Formulation of law

The data does not change... the structure of thought changes.

6. Flow in different types of research

The method adapts, but its structure remains:

Type	Flow
Quantitative	Principle → Numerical data → Law
Qualitative	Principle → Narratives → Law
Mixed	Principle → Double level → Law
Exploratory	Exploration → Principle → Descent → Law

Different techniques. Same structure.

7. How to maintain the flow during the thesis

Here the chapter becomes completely operational:

Key strategies

Strategy	Function
Visible principle	Maintain direction
Explicit connection	Ensure coherence
Constant revision	Avoid deviations

Strategy	Function
Thought log	Monitor the process

Coherence is not assumed... it is continuously verified.

8. Interruptions of the flow (and their correction)

One of the most important contributions of the chapter:

Common interruptions

Interruption	Correction
Loss of the principle	Return to the foundation
Premature ascent	Reorganize the process
Data without	Redesign the method
Mechanical analysis	Reconnect with the principle
Weak law	Restructure formulation
Absent ethics	Orient towards conservation

This explains why theses deviate.

9. Flow as a mental habit

This is the deepest level of the chapter:

Evolution of the thesis researcher

Level	Relationship with flow
Beginner	Follows steps

Level	Relationship with flow
Intermediate	Understands the process
Advanced	Integrates the structure
Expert	Thinks structurally

The method ceases to be a technique. And becomes a way of thinking.

10. Chapter summary

The flow of scientific thought is:

- Descending
- Coherent
- Transformative (E–M–E)
- Oriented towards conservation

Final difference

- Ascending flow → Fragmented thesis
- Descending flow → Structural thesis

Integration of key chapter content

Flow of scientific thought in Princonser

Stage	Function	Result
Principle	Direction	Coherence
Method	Organization	Precision
Data	Manifestation	Evidence

Stage	Function	Result
Analysis	Recognition	Understanding
Law	Synthesis	Certainty
Ethics	Purpose	Conservation

Structural reading table

Dimension	Content
Philosophical	Thought follows universal hierarchy
Scientific	Descending flow guarantees coherence
Ethical	Law must be oriented towards conservation

Immediate application for the thesis researcher

1. Does your thought start from a principle or from data?
2. Is your method derived from that principle?
3. Do your data materialize that principle ($E \rightarrow M$)?
4. Does your analysis recognize the principle ($M \rightarrow E$)?
5. Does your law express it clearly?
6. Does your law have an ethical purpose?

CHAPTER 28 – CONCLUSION AND LAW

1. The confusion between conclusion and law

This chapter corrects one of the most widespread errors in research:

Considering that:

- Conclusion = final result
- Law = more general conclusion

Princonser structural correction

The difference between conclusion and law is not one of degree. It is one of epistemological nature.

Conventional error

Statement	Problem
"The conclusion is the final result"	Only describes
"Law is a broader conclusion"	No structural leap
"Not every thesis reaches a law"	Incompleteness is normalized

Here the closure of the thesis is redefined: The conclusion is not the end... it is an intermediate step.

2. Structural difference: conclusion vs. law

This is the core of the chapter:

Key comparison

Dimension	Conclusion	Scientific law
Nature	Describes findings	Expresses the principle

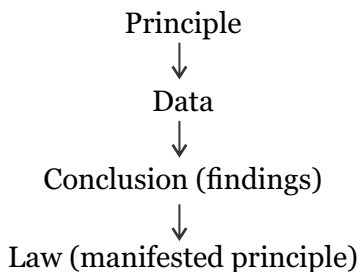
Dimension	Conclusion	Scientific law
Language	"It was found", "suggests"	"Manifests", "it is established"
Principle	Implicit or absent	Explicit
Status	Probability	Contextual certainty
Function	Partial closure	Structural opening
Ethics	Optional	Mandatory

The conclusion looks at the data. The law expresses the principle in the data.

3. The conclusion as an intermediate step

Integrating with the flow of thought (Chapter 27):

Complete structure



Key difference

Level	Product
Partial dematerialization ($M \rightarrow E$)	Conclusion

Level	Product
Complete dematerialization ($M \rightarrow E$)	Law

The law incorporates:

- Explicit principle
- Ethical orientation
- Total coherence

4. Transformation: conclusion $\rightarrow$ law

One of the most operational contributions of the chapter:

Structural process

1. Identify the conclusion (finding)
2. Detect the implicit principle
3. Make the universal principle explicit
4. Delimit the context
5. Specify the form of manifestation
6. Declare contextual certainty
7. Orient ethically (conservation)

Result: The finding does not change. Its structural level of expression changes.

5. Law as a second-order conclusion

Here a profound synthesis is achieved:

Hierarchical structure

Level	Content
First order	Conclusions (findings)
Second order	Scientific law (integration under a principle)

Relationship

The law integrates, organizes, and transcends the conclusions.

Without law:

✗ Fragmented results

With law:

✓ Coherent structural system

6. When the conclusion is not enough

This point eliminates all ambiguity:

Academic level	Requirement
Undergraduate	Contextual law
Master's	Intermediate-scope law
Doctorate	Broad-scope law

The level modifies the scope. It does not eliminate the need to formulate a law.

A scientific law must always exist.

7. The law in the structure of the thesis

Integrating the entire system of the book:

Element	Function
Data	Evidence
Conclusions	Description
Scientific law	Structural synthesis

Element	Function
Ethics	Direction towards conservation

Key rule: There may be multiple conclusions. But only one central scientific law.

8. Integrative example

Development allows us to observe the structural difference:

- Quantitative → Correlations (conclusions)
- Qualitative → Meanings (conclusions)
- Mixed → Partial integration (conclusions)

But in all cases: The law unifies what the conclusions separate.

9. Chapter summary

This chapter definitively establishes: The conclusion describes what happened. The law expresses the principle that manifested itself.

Final relationship

- Conclusion → Bridge
- Law → Structural destination

Integration of key chapter content

Conclusion vs. law in the Princonser Method

Level	Function	Result
Data	Evidence	Findings
Conclusions	Description	Partial understanding

Level	Function	Result
Scientific law	Synthesis	Contextual certainty
Ethics	Direction	Application

Structural reading table

Dimension	Content
Philosophical	Law expresses the principle; conclusion describes its manifestation
Scientific	Law integrates and surpasses conclusions
Ethical	Law orients action; the conclusion does not necessarily

Immediate application for the thesis researcher

1. Do your conclusions describe or express a universal principle?
2. Can you identify the principle behind your findings?
3. Does your law integrate all your conclusions?
4. Does your law have a clear ethical orientation?

PART VI

APPLICATION OF THE METHOD IN DISCIPLINES

CHAPTER 29 – APPLICATION IN EDUCATION

1. Educational research and its structural challenges

Education is one of the fields where methodological fragmentation is most evident, but also where the Princonser Method shows its greatest power.

Structural challenges

Challenge	Description	Princonser response
Complexity	Integrates experience (E) and results (M)	Energy–matter unity
Fragmentation	Multiple disconnected disciplines	Universal principles unify
Theory–practice gap	Research does not impact the classroom	Law orients action
Quantitative predominance	Reduction to measurement	Qualitative–quantitative integration

Education is not only measurement. It is an energy–material system in continuous interaction

2. Universal principles applied to education

Here the method becomes completely operational from its real structure:

Key principles of the Princonser Method

Principle	Educational manifestation	Structural question
Inseparability E–M	Experience ↔ outcome	Are they being integrated or separated?
Conservation	Student development	Is the system being strengthened or deteriorated?
Interaction	Teacher–student–content	How do they mutually transform each other?
Integration	Meaningful learning	Are qualitative changes being generated?
Disintegration	Failure, dropout	What process breaks the system?

This redefines educational research:

- Studying isolated variables

Analyzing the coherence of the educational system

3. Application of the structural flow in education

This is the operational core of the chapter:

Example: university dropout

Stage	Application	Result
Principle	Coherence between expectations and educational experience	Direction
Method	Mixed (quantitative + qualitative)	Design
Data	Surveys + interviews	Materialization

Stage	Aplication	Result
Analysis	Correlations + patterns	Recognition
Law	Structural integration	Synthesis

Resulting law (structure)

University dropout manifests itself when there is a rupture in the proportionality between energy (expectations, motivation) and matter (academic structure, demands), generating disintegration of the educational system.

The educational problem ceases to be a symptom...
And is understood as a rupture of the essence of the system

4. Structure of an educational thesis (Princonser)

Here the thesis is completely reorganized as a system:

Systemic structure

Chapter	Structural function
Introduction	Universal principle
Problem	Structural incoherence
Theoretical framework	Manifestations of the principle
Methodology	Derivation from the principle
Results	Materialization ($E \rightarrow M$)
Analysis	Dematerialization ($M \rightarrow E$)

Chapter	Structural function
Scientific law	Synthesis
Conservation	Ethical purpose

This eliminates:

- Isolated chapters
- Coherent system

5. Resolution of frequent problems

This section eliminates the most common objections:

Critical cases

Doubt	Princonser resolution
"Everything is contextual"	Law is contextual but structural
"Theories contradict each other"	They are partial manifestations
"Quantitative vs. qualitative"	They are complementary levels
"My thesis is practical"	Every practical thesis formulates a law

There are no methodological excuses. Only lack of structure

6. Educational laws according to academic level

This point directly guides the thesis researcher:

Levels of law

Level	Scope
Undergraduate	Classroom or course

Level	Scope
Master's	Program or institution
Doctorate	Broad educational system

The level modifies the scope. Not the need to formulate a law

7. Chapter summary

Educational research, from the Princonser Method:

- Integrates energy (experience) and matter (results)
- Unifies disciplines
- Connects theory with practice
- Formulates applicable laws

Central transformation

- Describing educational problems
- Formulating educational laws

Integration of key chapter content

Application of the Princonser Method in education

Level	Function	Result
Principle	Direction	Educational coherence
Method	Organization	Structural research
Data	Manifestation	Evidence
Law	Synthesis	Understanding
Conservation	Purpose	System improvement

Structural reading table

Dimension	Content
Philosophical	Education is an energy–material system
Scientific	The method integrates levels and produces laws
Ethical	Education must be oriented towards the conservation of human development

Immediate application for the thesis researcher in education

1. What universal principle organizes your educational phenomenon?
2. Does your method materialize that principle ($E \rightarrow M$)?
3. Does your analysis allow its recognition ($M \rightarrow E$)?
4. Does your law integrate the quantitative and the qualitative?
5. Does your law contribute to conserving and improving the educational system?

CHAPTER 30 – APPLICATION IN HEALTH

1. Health research and its structural challenges

Health research presents a particular complexity, where methodological fragmentation not only generates scientific error but also direct consequences on human life.

Structural challenges

Challenge	Description	Princonser response
Bio-psycho-social unity	Integrates body (M), mind (E), and	E–M inseparability
Research–practice gap	Results do not impact clinical practice	Law orients action
Ethical requirement	Direct impact on life	Conservation
Need for certainty	Probability is insufficient	Contextual certainty

Health does not admit incoherence. Because incoherence manifests as disease or life-threatening risk

2. Universal principles applied to health

Here the method is directly translated into clinical practice:

Key principles of the Princonser Method

Principle	Manifestation in health	Structural question
Inseparability E–M	Symptom (E) ↔ biomarker (M)	Are they being integrated or separated?

Principle	Manifestation in health	Structural question
Conservation	Maintenance of life	Is the system being conserved or deteriorated?
Interaction	Patient–environment–treatment	How do the elements of the system interact?
Integration	Health recovery	Are positive qualitative changes being generated?
Disintegration	Disease, complications	What breaks the stability of the system?

This redefines health research:

- Treating isolated symptoms or variables
- Understanding the coherence of the complete clinical system

3. Aplicación del flujo estructural en salud

Application of the structural flow in health

Example: treatment adherence in hypertension

Stage	Application	Result
Principle	Coherencia entre comprensión del paciente y acción terapéutica	Direction
Method	Mixed (quantitative + qualitative)	Design
Data	Blood pressure + interviews	Materialization
Analysis	Correlation + meaning	Recognition
Law	Structural integration	Synthesis

Resulting law (structure)

Therapeutic adherence manifests itself as the proportionality between energy (patient understanding, perception, motivation) and matter (treatment, medical indications), whose incoherence generates disintegration of the individual's health system.

The patient does not "fail to comply". They respond to a structural incoherence of the clinical system.

4. Structure of a health thesis (Princonser)

Here clinical research is completely reorganized:

Systemic structure

Chapter	Structural function
Introduction	Clinical principle
Problem	Structural incoherence
Theoretical framework	Manifestations of the principle
Methodology	Derivation from the principle
Results	Materialization ($E \rightarrow M$)
Analysis	Dematerialization ($M \rightarrow E$)
Scientific law	Synthesis
Conservation	Health impact

This eliminates:

- Merely descriptive research
- Structural research with clinical meaning

5. Particularities according to academic level

This point is critical for rigor in health:

Levels of law

Level	Scope
Undergraduate	Patient or local clinic
Specialty / Master's	Specific population
Doctorate	Health system

The level changes the scope. But never eliminates the formulation of a law

6. Integration of clinical data and experience

One of the most important contributions of the chapter:

E–M integration

Type of data	Function
Quantitative	Biomarkers, clinical measurements
Qualitative	Experience, patient perception

Structural rule: Both are manifestations of the same universal principle

- Data without experience → incomplete
- Experience without data → weak

7. Ethics in health research

Here the method reaches its highest level of demand:

Structural rereading of ethics

Classical principle	Princonser rereading
Informed consent	Respect for the dignity of the human system
Beneficence	Conservation of the system
Non-maleficence	Avoid disintegration
Justice	Equitable conservation

Ethics is not an external requirement. It is the structural direction of knowledge.

8. Chapter summary

Health research, from the Princonser Method:

- Integrates body, mind, and context (E–M)
- Connects theory with clinical practice
- Overcomes the "statistical finding"
- Formulates applicable clinical laws
- Is oriented towards the conservation of life

Central transformation

- Reporting clinical results
- Formulating structural clinical laws

Integration of key chapter content

Application of the Princonser Method in health

Level	Function	Result
Principle	Direction	Clinical coherence
Method	Organization	Structural research
Data	Manifestation	Evidence
Law	Synthesis	Certainty
Conservation	Purpose	Health

Structural reading table

Dimension	Content
Philosophical	Health is an energy–material system oriented towards life
Scientific	The method produces laws applicable to clinical practice
Ethical	Research must be oriented towards the conservation of life

Immediate application for the thesis researcher in health

1. What universal principle organizes your clinical or health phenomenon?
2. Does your method materialize that principle ($E \rightarrow M$)?
3. Does your analysis allow recognition of that principle ($M \rightarrow E$)?
4. Does your law integrate clinical data and patient experience?
5. Does your law contribute to conserving health and life?

CHAPTER 31 – APPLICATION IN ENGINEERING

1. Engineering research and its structural challenges

Engineering faces a particular demand within scientific knowledge: It must integrate universal principles with real systems in operation.

Structural challenges

Challenge	Description	Princonser response
Theory–practice duality	Physical principles vs. technical applications	E–M–E transformation
Optimization	Continuous system improvement	Structural coherence
Complexity	Multilevel interdependent systems	Hierarchy
Ethical impact	Social and environmental consequences	Conservation

An incoherent engineering solution not only fails. It can disintegrate an entire system.

2. Universal principles applied to engineering

Here the method ceases to be abstract and becomes design and operation:

Key principles of the Princonser Method

Principle	Manifestation in engineering	Structural question
Inseparability E–M	Model (E) ↔ physical system (M)	Are they integrated or dissociated?

Principle	Manifestation in engineering	Structural question
Conservation	System stability and sustainability	Is the system maintained or degraded?
Interaction	System components	How do they transform each other?
Integration	System optimization	Are qualitative improvements being generated?
Disintegration	Failures, collapses	What breaks the coherence of the system?

This redefines engineering:

- Solving isolated parts
- Designing coherent systems

3. Application of the structural flow in engineering

This is the operational core of the chapter:

Example: optimization of a production system

Stage	Application	Result
Principle	Coherence between flow, capacity, and demand	Direction
Method	Simulation + systemic analysis	Design
Data	Times, bottlenecks, performance	Materialization
Analysis	Pattern identification	Recognition

Stage	Aplication	Result
Law	Structural integration	Synthesis

Resulting law (structure)

The efficiency of a production system manifests itself as the proportionality between energy (flow, coordination, control) and matter (installed capacity, physical resources), whose incoherence generates disintegration of the system.

The technical problem ceases to be a specific failure. And is understood as a structural incoherence of the system.

4. Structure of an engineering thesis (Princonser)

Here engineering research is completely reorganized:

Systemic structure

Chapter	Structural function
Introduction	Technical principle
Problem	Structural incoherence
Theoretical framework	Manifestations of the principle
Methodology	Derivation from the principle
Results	Materialization ($E \rightarrow M$)
Analysis	Dematerialization ($M \rightarrow E$)
Scientific law	Synthesis

Chapter	Structural function
Conservation	Technical impact and sustainability

This eliminates:

- Isolated technical reports
- Coherent design systems

5. Particularities according to academic level

Levels of law in engineering

Level	Scope
Undergraduate	Local system
Master's	Productive system
Doctorate	Complex interconnected systems

The level modifies the scale. But does not eliminate the formulation of a law.

6. Integración de datos técnicos y experiencia

One of the most important contributions of the chapter:

E-M integration

Type of data	Function
Quantitative	Sensors, metrics, performance
Qualitative	Operator experience, decisions

Structural rule: Both levels are manifestations of the same universal principle.

- Data without context → incomplete
- Experience without data → insufficient

7. Ethics in engineering

Here the method reaches its structural level:

Ethical rereading (Princonser)

Dimension	Application
Safety	Conservation of the system
Sustainability	Environmental conservation
Social impact	Conservation of well-being
Responsibility	Design coherence

Innovation without conservation. Is a structural incoherence.

8. Chapter summary

Engineering research, from the Princonser Method:

- Integrates theory and practice (E–M)
- Organizes complex systems
- Optimizes from coherence
- Formulates technical laws
- Is oriented towards sustainability

Central transformation

- Solving isolated technical problems
- Formulating laws of system functioning

Integration of key chapter content

Application of the Princonser Method in engineering

Level	Function	Result
Principle	Direction	Technical coherence
Method	Organization	Structural design
Data	Manifestation	Evidence
Law	Synthesis	Functioning
Conservation	Purpose	Sustainability

Structural reading table

Dimension	Content
Philosophical	Engineering is an energy–material system
Scientific	The method produces laws applicable to design
Ethical	Engineering must conserve functionality and environment

Immediate application for the thesis researcher in engineering

1. What universal principle organizes your technical system?
2. Does your method materialize that principle into real data ($E \rightarrow M$)?
3. Does your analysis allow recognition of that principle ($M \rightarrow E$)?
4. Does your law guide the design or operation of the system?
5. Does your solution contribute to the conservation of the system and its environment?

CHAPTER 32 – APPLICATION IN ADMINISTRATION

1. Administration research and its structural challenges

Administration integrates complex dimensions of knowledge: Quantifiable data (matter) + human and cultural factors (energy)

Structural challenges

Challenge	Description	Princonser response
Quantitative–qualitative	Indicators + organizational culture	E–M inseparability
Theory–practice gap	Non-applicable models	Law orients action
Organizational complexity	Multiple interdependent levels	Hierarchy
Pressure for results	Profitability vs. sustainability	Coherence

An organization does not fail due to lack of resources. It fails due to structural incoherence.

2. Universal principles applied to administration

Here the method becomes structural management:

Key principles of the Princonser Method

Principle	Organizational manifestation	Structural question
Inseparability E–M	Culture (E) ↔ results (M)	Are they integrated or dissociated?

Principle	Organizational manifestation	Structural question
Conservation	Organizational sustainability	Is the system maintained or deteriorated?
Interaction	Areas, teams, leadership	How do components interact?
Integration	Strategic alignment	Are qualitative improvements being generated?
Disintegration	Conflicts, crises, turnover	What breaks coherence?

This redefines administration:

- Managing isolated areas
- Managing the coherence of the organizational system

3. Application of the structural flow in administration

This is the operational core of the chapter:

Example: work environment and productivity

Stage	Application	Result
Principle	Coherence between management, culture, and performance	Direction
Method	Mixed (quantitative + qualitative)	Design
Data	Indicators + interviews	Materialization
Analysis	Correlation + meaning	Recognition

Stage	Application	Result
Law	Structural integration	Synthesis

Resulting law (structure)

Organizational productivity manifests itself as the proportionality between energy (culture, leadership, motivation) and matter (processes, indicators, results), whose incoherence generates disintegration of the organizational system.

The organizational problem is not "low performance". It is structural incoherence of the system.

4. Structure of an administration thesis (Princonser)

Systemic structure

Chapter	Structural function
Introduction	Organizational principle
Problem	Structural incoherence
Theoretical framework	Manifestations of the principle
Methodology	Derivation from the principle
Results	Materialization ($E \rightarrow M$)
Analysis	Dematerialization ($M \rightarrow E$)
Scientific law	Synthesis
Conservation	Organizational impact

This eliminates:

- Isolated diagnoses
- Coherent management systems

5. Particularities according to academic level

Levels of law in administration

Level	Scope
Undergraduate	Local organization
Master's	Sector or region
Doctorate	Complex organizational systems

The level changes the scale. But does not eliminate the formulation of a law.

6. Integration of hard and soft data

One of the most important contributions of the chapter:

E-M integration

Type of data	Function
Quantitative	Financial and operational indicators
Qualitative	Culture, leadership, perception

Structural rule: Both levels are manifestations of the same organizational principle

- Numbers without culture → incomplete
- Culture without data → insufficient

7. Ethics in administration

Here the method directly connects with sustainability:

Ethical rereading (Princonser)

Dimension	Application
Sustainability	Conservation of the organizational system
Well-being	Conservation of human talent
Social impact	Conservation of the environment
Decisions	Strategic coherence

An organization may be profitable. And structurally unviable if it does not conserve its system.

8. Chapter summary

Administration research, from the Princonser Method:

- Integrates culture and results (E–M)
- Connects theory with practice
- Formulates organizational laws
- Orients strategic decisions
- Ensures sustainability

Central transformation

- Analyzing organizations
- Formulating structural management laws

Integration of key chapter content

Application of the Princonser Method in administration

Level	Function	Result
Principle	Direction	Organizational coherence
Method	Organization	Structural management
Data	Manifestation	Evidence
Law	Synthesis	Decision
Conservation	Purpose	Sustainability

Structural reading table

Dimension	Content
Philosophical	The organization is an energy–material system
Scientific	The method produces laws applicable to management
Ethical	Administration must be oriented towards the conservation of the system

Immediate application for the thesis researcher in administration

1. What universal principle organizes your organization?
2. Does your method materialize that principle into real data ($E \rightarrow M$)?
3. Does your analysis allow recognition of that principle ($M \rightarrow E$)?
4. Does your law guide managerial decisions?
5. Does your research contribute to the conservation of the organizational system?

CHAPTER 33 – APPLICATION IN SOCIAL SCIENCES

1. Social science research and its structural challenges

The social sciences face deep tensions in the understanding of knowledge: Between structure and action
Between universality and relativism.

Structural challenges

Challenge	Description	Princonser response
Social complexity	Multiple levels (individual–society)	Hierarchy
Structure vs. agency	System vs. human action	E–M inseparability
Relativism vs. universality	Culture vs. law	Universal principles + contextual manifestations
Ethical commitment	Justice, rights, equity	Conservation

The social is not chaotic. It is complex, but structurable through universal principles.

2. Universal principles applied to social sciences

Here the method becomes structural analysis of the social system:

Key principles of the Princonser Method

Principle	Social manifestation	Structural question
Inseparability E–M	Meanings (E) ↔ institutions (M)	Are they integrated or in rupture?
Conservation	Social cohesion and stability	Is the social system maintained or deteriorated?
Interaction	Individual–group– institution	How do they mutually transform each other?
Integration	Functional social order	Are positive qualitative changes being generated?
Disintegration	Crisis, conflict, fragmentation	What breaks social coherence?

This redefines social research:

- Describing isolated phenomena
- Understanding the coherence of the social system

3. Application of the structural flow in social sciences

This is the operational core of the chapter:

Example: institutional trust

Stage	Application	Result
Principle	Coherence between institutional discourse and real action	Direction
Method	Mixed (quantitative + qualitative)	Design
Data	Surveys + social narratives	Materialization
Analysis	Correlation + meaning	Recognition

Stage	Application	Result
Law	Structural integration	Synthesis

Resulting law (structure)

Institutional trust manifests itself as the proportionality between energy (perception, legitimacy, social meaning) and matter (actions, norms, institutional results), whose incoherence generates disintegration of the social system.

The social crisis is not an isolated phenomenon. It is a manifestation of structural incoherence of the system.

4. Structure of a social sciences thesis (Princonser)

Systemic structure

Chapter	Structural function
Introduction	Social principle
Problem	Structural incoherence
Theoretical framework	Manifestations of the principle
Methodology	Derivation from the principle
Results	Materialization ($E \rightarrow M$)
Analysis	Dematerialization ($M \rightarrow E$)
Scientific law	Synthesis
Conservation	Social impact

This eliminates:

- Fragmented diagnoses
- Structural understanding of the social phenomenon

5. Particularities according to academic level

Levels of law in social sciences

Level	Scope
Undergraduate	Local community
Master's	Region or social policy
Doctorate	Complex social system

The level modifies the scope. But does not eliminate the formulation of a law.

6. Integration of structure and subjectivity

One of the most important contributions of the chapter:

E-M integration

Level	Expression
Matter	Institutions, norms, structures
Energy	Meanings, perceptions, experiences

Structural rule: Both are inseparable levels of the same social phenomenon.

- Structure without meaning → incomplete
- Meaning without structure → weak

7. Ethics in social sciences

Here the method reaches its highest responsibility:

Ethical rereading (Princonser)

Principle	Application
Dignity	Conservation of the human being
Justice	Conservation of equity
Identity	Cultural conservation
Cohesion	Conservation of the social system

To research the social without conservation. Is to intervene without structural responsibility.

8. Chapter summar

Social science research, from the Princonser Method:

- Integrates structure and subjectivity (E–M)
- Overcomes relativism without denying context
- Formulates structural social laws
- Orients intervention and public policy
- Protects the social fabric

Central transformation

- Describing society
- Formulating laws of social functioning

Integration of key chapter content

Application of the Princonser Method in social sciences

Level	Function	Result
Principle	Direction	Social coherence
Method	Organization	Structural research
Data	Manifestation	Evidence
Law	Synthesis	Understanding
Conservation	Purpose	Common good

Structural reading table

Dimension	Content
Philosophical	The social is an energy-material system
Scientific	The method allows the formulation of social laws
Ethical	Research must be oriented towards the conservation of the social fabric

Immediate application for the thesis researcher in social sciences

1. What universal principle organizes your social phenomenon?
2. Does your method materialize that principle into real data (E → M)?
3. Does your analysis allow recognition of that principle (M → E)?
4. Does your law guide intervention or social policy?
5. Does your research contribute to the conservation of the social system?

CHAPTER 34 – APPLICATION IN LAW AND HUMANITIES

1. Research in law and humanities and its structural challenges

Law and the humanities operate at the most sensitive level of knowledge: Meaning, Justice, Interpretation and Memory.

Structural challenges

Challenge	Description	Princonser response
Centrality of interpretation	Texts, norms, works	Hierarchy
Objectivity vs. subjectivity	Interpretation vs. truth	Universal principles
Meaning and value	Justice, beauty, significance	Coherence
Ethical commitment	Dignity, memory, culture	Conservation

To interpret is not to opine. It is to organize meaning from universal principles.

2. Universal principles applied to law and humanities

Here the method becomes structural hermeneutics:

Key principles of the Princonser Method

Principle	Manifestation	Structural question
Inseparability E–M	Meaning (E) ↔ text/norm (M)	Are they integrated or in rupture?
Conservation	Justice, memory, culture	Is the human being conserved?
Interaction	Text–interpreter– context	How do they mutually transform each other?
Integration	Interpretive coherence	Is unity of meaning achieved?
Disintegration	Arbitrary interpretations	What breaks coherence?

This redefines research:

- Interpreting freely
- Interpreting from structural coherence

3. Application of the structural flow in law and humanities

This is the operational core of the chapter:

Example: human rights jurisprudence

Stage	Application	Result
Principle	Coherence between legal principle and decision	Direction
Method	Structural hermeneutics	Design
Data	Rulings, norms, texts	Materialization
Analysis	Interpretive patterns	Recognition

Stage	Application	Result
Law	Structural integration	Synthesis

Resulting law (structure)

Legal legitimacy manifests itself as the proportionality between energy (principles, sense of justice, interpretation) and matter (norms, decisions, legal texts), whose incoherence generates disintegration of the legal system.

A ruling is not valid because it is written. It is valid if it is coherent with the principle that grounds it.

4. Structure of a law thesis (Princonser)

Systemic structure

Chapter	Structural function
Introduction	Legal principle
Problem	Structural incoherence
Theoretical framework	Theories as manifestation of the principle
Methodology	Hermeneutics derived from the principle
Results	Materialization (analyzed texts)
Analysis	Dematerialization (reconstruction of the principle)
Scientific law	Synthesis
Conservation	Legal impact

This eliminates:

- Normative compilation without direction
- Coherent interpretive system

5. Application in humanities (philosophy, art, history)

The method also organizes humanistic thought:

Example: philosophy

Aristotelian ethics

- Principle → coherence between thought and action
- Analysis → philosophical texts
- Law → structural unity between theory and practice

Result

Philosophy ceases to be abstract. And becomes an applicable structure.

6. Particularities according to academic level

Levels of law

Level	Scope
Undergraduate	Text or case
Master's	Interpretive system
Doctorate	General theory

The level changes the depth. But does not eliminate the formulation of a law.

7. Integration of text and interpretation (E–M)

One of the deepest contributions of the chapter:

Structural integration

Level	Expression
Matter	Texts, norms, works
Energy	Interpretation, meaning

Structural rule: Text without interpretation is inert
Interpretation without text is arbitrary.

- Both are inseparable
- Both are manifestations of the same principle

8. Ethics in law and humanities

Here the method reaches its highest level:

Ethical rereading (Princonser)

Value	Conservation of
Dignity	The person
Justice	Law
Memory	History
Culture	Identity

An interpretation without conservation. May be intellectually valid. But structurally incoherent.

9. Chapter summary

Research in law and humanities, from the Princonser Method:

- Integrates text and interpretation (E–M)
- Organizes meaning from principles

- Formulates interpretive laws
- Orients justice and culture
- Protects the human

Central transformation

- Interpreting texts
- Formulating laws of interpretation

Integration of key chapter content

Application of the Princonser Method in law and humanities

Level	Function	Result
Principle	Direction	Interpretive coherence
Method	Organization	Structural hermeneutics
Data	Manifestation	Evidence
Law	Synthesis	Understanding
Conservation	Purpose	Justice and culture

Structural reading table

Dimension	Content
Philosophical	Law and humanities are energy–material systems of meaning
Scientific	The method allows the formulation of interpretive laws
Ethical	Research must be oriented towards the conservation of the human

Immediate application for the thesis researcher in law and humanities

1. What universal principle organizes your interpretive phenomenon?
2. Is your hermeneutic method derived from that principle?
3. Does your analysis reveal coherence or structural incoherence?
4. Does your law guide legal interpretation or argumentation?
5. Does your research contribute to the conservation of justice, dignity, or culture?

PART VII

INSTITUTIONAL AND CIVILIZATIONAL EXPANSION

CHAPTER 35 – UNIVERSITY AS A GENERATOR OF SCIENTIFIC LAWS

1. The crisis of the traditional university mission

This chapter begins with a necessary structural diagnosis:

Traditional functions and their structural problem

Function	Description	Current problem
Teaching	Transmit knowledge	Fragmentation, rote learning
Research	Generate knowledge	Production without impact
Extension	Social engagement	Peripheral activity

Synthesis of the crisis

The university produces fragmented knowledge, technical professionals without structure, and theses that do not culminate in scientific law.

Structural symptoms

- Thesis abandonment
- Irrelevant research
- Training without structural understanding
- Absence of ethical direction

The problem is clear:

- It is not lack of effort
- It is lack of structure

2. The new mission of the university (Princonser)

Here the central shift of the chapter occurs:

Structural definition

The university is a system that generates scientific laws through the training of researchers who apply universal principles, materialize in data ($E \rightarrow M$), and dematerialize into laws ($M \rightarrow E$) oriented towards conservation.

Pillars of the new mission

Pillar	Function	Transformation
Generate laws	Every thesis culminates in law	Not just conclusions
Structural thought	E–M understanding	Not just technique
Conservation	Ethical direction	Not neutrality
Integration	Teaching–research–extension	Not fragmentation

Structural change:

✗ University that transmits knowledge

✓ University that generates scientific laws

3. The university as an energy–material system

Direct application of Universal Essence:

Structural rereading

Dimesion	Traditional	Princonser
Energy	Declarative mission	Active principles
Matter	Infrastructure	Coherent actions
Coherence	Weak	Descending (principle → action)
Hierarchy	Administrative	Epistemological
Transformation	Partial	Complete (E–M–E)
Conservation	Implicit	Central axis

The university ceases to be an organization. And becomes a coherent system of knowledge generation.

4. Transformation of university functions

4.1. Teaching

Traditional	Princonser
Teach content	Teach universal principles
Evaluate memory	Evaluate law formulation
Professor transmits	Professor guides structurally

Learning is not repeating. It is formulating laws

4.2. Research

Traditional	Princonser
Publish papers	Formulate scientific laws
Measure citations	Measure real impact
Fragmentation	Structural integration

Research is not publishing. It is generating structural knowledge.

4.3. Extension

Traditional	Princonser
Peripheral activity	Application of laws
Unidirectional relationship	Co-construction
Disconnected	Integrated

Extension is not assistance. It is the application of laws for the conservation of the social system.

5. The university as a law-generating network

This approach expands the scope of the method:

Levels of the network

Level	Function
Micro	Thesis researchers formulate laws

Level	Function
Meso	Faculties integrate knowledge
Macro	University orients coherence
Meta	Global network for the conservation of knowledge

The university is not an island. It is a node in the network for the conservation of human knowledge.

6. Total structural transformation

Final comparison

Dimesion	Traditional	Princonser
Mision	Train professionals	Generate scientific laws
Curriculum	Fragmented	Structural
Evaluation	Quantity	Coherence
Society	External	Integrated
Ethics	Declarative	Operational

This is not an adjustment: It is a complete restructuring of the university system.

7. Indicators of a law-generating university

One of the most operational contributions of the chapter:

Key indicators

Indicator	Goal
Theses with law	100%
Curricular coherence	Total
Real impact	Measurable
Structural training	Verifiable
Integration of functions	Complete

What is not measured structurally. Is not transformed.

8. Objections and resolution

Objection	Response
"Not everyone can formulate a law"	Yes, every law is contextual
"Neutrality is lost"	Neutrality is unrecognized
"It is ambitious"	It is structurally necessary
"How to validate?"	Through structural coherence

It is not more difficult. It is clearer and more coherent.

9. Chapter summary

This chapter establishes:

The university should not limit itself to training professionals. It must generate scientific laws that orient the conservation of the human and planetary system.

Key transformations

Function	Change
Teaching	Teach how to formulate
Research	Generate laws
Extension	Apply laws

Integration of key chapter content

University as a generator of scientific laws

Level	Function	Result
Principle	Structural mission	Direction
Method	E–M–E training	Operation
Data	Theses and research	Evidence
Law	Scientific production	Impact
Conservation	Purpose	Society

Structural reading table

Dimension	Content
Philosophical	The university is a system for generating structural knowledge
Scientific	The method organizes all its functions
Ethical	Its mission is to conserve life, society, and the planet

Immediate application (institutional level)

1. Does your university train structural thought or only technical skills?
2. Do theses culminate in laws or only in conclusions?
3. Does research have real impact or only academic impact?
4. Is extension integrated with knowledge?
5. Does the institutional mission include conservation as a central axis?

CHAPTER 36 – THESIS ORIENTED TOWARDS CONSERVATION

1. Conservation as the purpose of the thesis

This chapter establishes the final principle of the entire work:

Structural definition

A thesis oriented towards conservation is one that, starting from a universal principle, materializes in data ($E \rightarrow M$), dematerializes into a scientific law ($M \rightarrow E$), and demonstrates how that law contributes to conserving or restoring the coherence of a system.

Universal foundation

Foundation	Implication
Universal Essence	Every system is an E–M unit in transformation
Principle of Inseparability	No conservation without E–M unity
Principle of Conservation	Every system tends to conserve its coherence
Law of Dependence	Stability depends on E–M proportionality
Law of Interaction	Conservation occurs through transformation

Here the book closes:

The thesis does not exist to describe. It exists to conserve the coherence of systems.

2. The three levels of conservation

Direct application of structural hierarchy:

Levels of conservation

Level	Object	Structural question
Planetary	Ecosystems, life	Does it conserve the larger system?
Social	Institutions, culture	Does it conserve the collective system?
Personal	Life, dignity	Does it conserve the individual?

Critical rule

One cannot conserve the lower by destroying the higher
This introduces the most demanding criterion of the method: Hierarchical coherence of the thesis.

3. How to orient a thesis towards conservation

One of the most operational contributions of the chapter:

Complete structural sequence

Step	Action
1	Identify the system (E–M)
2	Identify the incoherence or threat
3	Formulate the universal principle
4	Materialize ($E \rightarrow M$)
5	Analyze and dematerialize ($M \rightarrow E$)

Step	Action
6	Formulate the scientific law
7	Make conservation explicit
8	Evaluate the impact

Conservation is not declared. It is demonstrated structurally.

4. Universality of conservation

The chapter confirms the total integration of the book:

Application by field

Field	System that is conserved
Education	Educational system
Engineering	Technical systems and resources
Health	Human life
Social Sciences	Social fabric
Law	Justice
Administration	Organization

Structural confirmation:

All knowledge converges on the conservation of systems.

5. Conservation as an evaluation criterion

Here the quality of the thesis is redefined:

Structural criteria

Criterion	Evaluation
System identified	Structural clarity
Incoherence detected	Precision
Universal principle	Foundation
Scientific law	Tool
Explicit conservation	Direction
Impact	Verifiable

A thesis without orientation towards conservation. Is structurally incomplete.

6. The Universal Law of Conservation applied

Structural rereading

Aspect	Application
Every system seeks to conserve itself	The thesis identifies the system
Incoherence generates disintegration	The thesis identifies the rupture
Conservation is the purpose	The law orients action

Total integration: Knowledge is not neutral. It has a structural purpose: to conserve the coherence of the system.

7. Objections and resolution

Objection	Response
"My thesis is technical"	Every technique impacts systems
"This introduces bias"	Neutrality is unrecognized incoherence
"It doesn't apply to everything"	It applies at every scale (E–M)
"It's not science"	It is verifiable structural coherence

There is no research without impact. The question is whether that impact is coherent.

8. Conservation as a quality seal

Here the final criterion of the book is established:

Final comparison

Conventional thesis	Princonser thesis
Fulfills a requirement	Conserves a system
Describes	Explains and orients
Recommends	Formulates law
Uncertain impact	Structural impact

The best thesis is not the most extensive. It is the one that conserves the coherence of a system.

9. Chapter summary

This chapter definitively establishes:

Every thesis must: *Identify a system, recognize its incoherence, apply a universal principle, formulate a scientific law, and demonstrate how that law contributes to the conservation of the system.*

With this, the entire book closes:

✓ Knowledge

✓ Method

✓ Law

✓ Purpose

Integration of key chapter content

Thesis oriented towards conservation

Level	Function	Result
Principle	Direction	Coherence
Method	Application	Data
Law	Synthesis	Understanding
Conservation	Purpose	Impact

Structural reading table

Dimension	Content
Philosophical	Conservation is a consequence of universal essence

Dimension	Content
Scientific	The thesis must produce structural impact
Ethical	Not to conserve is to omit scientific responsibility

Immediate application for the thesis researcher

1. What system are you trying to conserve?
2. What incoherence or threat have you identified?
3. What universal principle organizes the solution?
4. Does your law directly contribute to conservation?
5. How will you demonstrate that impact?

CHAPTER 37 – NEW ERA OF RESEARCH

1. The end of one era and the beginning of another

The chapter begins with a structural affirmation:

The era that ends

Characteristic	Problema estructural
Fragmentation	Inability to understand complex systems
Quantity	Production without impact
Neutrality	Ethical disconnection
Induction	Absence of law
Fragmented thesis	Loss of coherence

It is not that research has failed. It is that its paradigm has lost structural coherence

The new era

The new era is the era of structural coherence, the formulation of scientific laws, and the orientation of knowledge towards conservation.

2. The pillars of the new era

This is the epistemological core of the chapter:

Structure of the new era

Pillar	Function	Transformation
Unity (E–M)	Integrates reality	vs. fragmentation
Hierarchy	Organizes knowledge	vs. induction
Contextual certainty	Allows law formulation	vs. probability
Conservation	Orients research	vs. neutrality
Coherence	Structures the thesis	vs. isolated parts

This is not a progressive improvement: It is a change in the structure of knowledge.

3. The new role of the thesis researcher

The thesis researcher changes in nature:

Aspect	Before	Now
Identity	Student	Generator of laws
Relationship with knowledge	Consumes	Produces
Product	Archived thesis	Scientific law
Responsibility	Formal	Structural and ethical

The thesis researcher no longer executes procedures. They formulate structural knowledge

4. The new role of the supervisor

Before	Now
Corrects format	Guides coherence
Vertical authority	Dialogical relationship
Evaluates technique	Leads towards law

The supervisor does not direct content. They direct the coherence of the process.

5. The new role of the examining committee

Before	Now
Reviews form	Evaluates structure
Asks about authors	Asks about principles
Validates technique	Validates scientific law

The question is no longer "what did you do?"
But "what law did you formulate and how does it conserve?"

6. The university as an ecosystem of laws

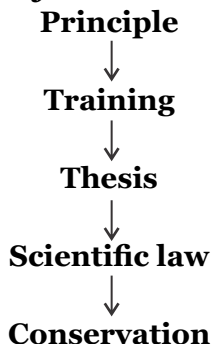
This point integrates the entire book:

Institutional descending structure

Level	Function
Principles	Organize

Level	Function
Training	Materializes
Thesis	Express
Laws	Synthesize
Society	Applies

Complete structural flow



The university ceases to transmit knowledge. And begins to transform reality.

7. Tools of the new era

The method becomes operational:

Tool	Function
Route 0 → Law	Structural conduction
Coherence matrix	Evaluation
Law bank	Application

Tool	Function
Supervisor training	Expansion

This confirms: The method is no longer theoretical. it is applicable.

8. Impact of the new era

Level	Transformation
Thesis researcher	Structural clarity
University	Coherence
Society	Real application
Planet	Conservation

Impact ceases to be academic. And becomes real structural impact.

9. Call to action

Actor	Action
Thesis researcher	Formulate laws
Supervisor	Guide coherence
Examining committee	Evaluate structure
University	Transform the system
Society	Demand impact

The new era does not occur automatically. It is built through structural decisions.

10. The projected future

Structural vision

- ✓ Every thesis formulates a law
- ✓ Every law contributes to conservation
- ✓ Every university generates real impact
- ✓ All knowledge has a purpose

This is not an ideal projection. It is the consequence of applied coherence.

11. Chapter summary and conclusion of the entire work

This chapter completely closes the book:

Total transformation

Before	Now
Fragmentation	Unity
Induction	Descent
Probability	Contextual certainty
Neutrality	Conservation
Conclusion	Scientific law

The Princonser Method is not a methodological alternative. It is the coherent way to investigate reality.

Integration of key chapter content

The new era of research

Level	Function	Result
Principle	Direction	Unity
Data	Manifestation	Evidence
Method	Organization	Coherence
Law	Synthesis	Knowledge
Conservation	Purpose	Impact

Structural reading table

Dimension	Content
Philosophical	Return to the essence of knowledge (E–M)
Scientific	Greater rigor through structural coherence
Ethical	Responsibility to conserve systems

Immediate application (for all actors)

1. Am I researching from fragmentation or from structural coherence?
2. Does my work lead to a law or only to a conclusion?
3. Does my research contribute to the conservation of a system?
4. Am I operating in the previous paradigm or in the new one?
5. What structural change will I implement from now on?

CONCLUSION

THE THESIS AS AFFIRMATION, DEMONSTRATION AND ORIENTATION

1. The thesis as a three-dimensional act of knowledge

The journey developed in this work has not been merely methodological, but structural. It has started from the foundation of knowledge—universal essence—and has culminated in its highest form: the formulation of scientific laws oriented towards conservation.

Throughout this path, the university thesis reveals its true nature:

It is not an academic requirement. It is a structural act of knowledge.

Three-dimensional structure of the thesis

DimensiOn	Nature	Expression	Question
Affirmation	Philosophical	Universal principle	Why?
Demostration	Scientific	E–M–E process	How?
Orientation	Ethical	Conservation	What for?

Structural rule

There is no complete thesis if one dimension is missing:

- Without affirmation → speculation
- Without demonstration → technique without foundation
- Without orientation → knowledge without direction

The complete thesis is a unity of principle, evidence, and purpose.

2. The thesis as a structural system

Throughout this work, it has been demonstrated that the thesis is not a sum of parts, but a coherent system organized by a universal principle.

Energy–material system

Dimension	Expression	Function
Energy (E)	Principle, thought	Organizes
Matter (M)	Data, results	Materializes
Transformation	E-M-E	Integrates

Hierarchical system

Level	Component	Function
1	Principle	Origin
2	Problem	Incoherence
3	Theoretical framework	Manifestation
4	Methodology	Materialization
5	Results	Data
6	Analysis	Dematerialization
7	Law	Synthesis
8	Conservation	Purpose

Fundamental rule

The coherence of the thesis depends on its fidelity to the universal principle that organizes it.

3. The thesis as a generator of laws

The central contribution of this work is the redefinition of the thesis outcome:

- It is not a conclusion
- It is a scientific law

Structural definition of law

A scientific law is the expression of how a universal principle manifests itself in a specific context, formulated through descending coherence and oriented towards the conservation of the system.

Typology of laws

Type	Expression
Quantitative	Numerical relationship
Qualitative	Pattern of meaning
Mixed	Energy–material integration

This definitively eliminates:

✗ Weak conclusions

✓ Structured knowledge

4. The Princonser Method as a path

The method is consolidated as a universal process of knowledge.

Complete structural movementDescent ($E \rightarrow M$)Principle $\rightarrow$ method $\rightarrow$ dataAscent ($M \rightarrow E$)Data $\rightarrow$ analysis $\rightarrow$ law***Operational sequence***

1. Principle
2. Incoherence
3. Manifestations
4. Method
5. Data
6. Analysis
7. Law
8. Conservation

The method does not organize steps. It organizes structural thought.

5. The transformation of the university

The thesis is not an isolated phenomenon; it implies a complete institutional transformation.

Key transformations

Actor	Structural change
Thesis researcher	Generates laws
Supervisor	Guarantees coherence

Actor	Structural change
Examining committee	Evaluates structure
University	Produces laws

The university ceases to transmit knowledge. And begins to generate it structurally.

6. The final structural call

Each actor assumes structural responsibility:

- Thesis researcher → formulate law
- Supervisor → guide coherence
- Evaluator → demand law
- University → generate coherent systems
- Society → demand conservation

Research ceases to be individual. And becomes a collective structural responsibility.

7. Final synthesis of the work

The entire work is integrated into a single system:

Total structure

Level	Function
Essence	Foundation
Principles	Organization
Universal laws	Operation
Method	Application

Level	Function
Data	Evidence
Scientific law	Synthesis
Conservation	Purpose

Knowledge does not end in understanding. It ends in conserving the coherence of the system.

Final synthesis table of the work

Structural integration of the thesis

Level	Nature	Result
Philosophical	Energy	Universal principle
Scientific	Matter	E–M–E process
Ethical	Direction	Conservation

Final structural reading table

Dimension	Content
Philosophical	The thesis affirms universal principles
Scientific	The thesis transforms E–M–E into law
Ethical	The thesis conserves systems

Final immediate application

1. From what universal principle are you constructing your thesis?
2. Does your process coherently connect principle, data, and law?
3. Does your law contribute to the conservation of a system?

EPILOGUE

THE AWAKENING OF KNOWLEDGE IN HUMANITY

For centuries, humanity has sought knowledge as one seeks an answer.

Today we understand that knowledge is not an answer. It is a structure.

This book was not written solely to teach how to write a thesis.

It was written to reveal something deeper: that knowledge has an order, that this order can be understood, and that, by understanding it, the human being can be transformed.

The crisis as a mirror

The crisis of the university thesis, described at the beginning of this work, is not an isolated academic problem. It is the reflection of a greater crisis.

We live in a humanity that produces information, but not always understanding; an education that teaches methods, but does not always reveal foundations; a science that advances, but sometimes loses direction.

Faced with this scenario, an inevitable question arises: What kind of knowledge does humanity need to advance without destroying itself?

The answer is not in accumulating more data. Nor in perfecting isolated techniques.

The answer lies in recovering the coherence of knowledge.

The method as a living structure

The Universal Scientific Method – Princonser proposes that all true knowledge follows a structure: it is born as a principle, organizes itself as a system, manifests itself in reality, and returns as a law.

It descends as an organizing principle.

It articulates itself as a coherent system.

It materializes in reality as data.

And it ascends as a scientific law oriented towards conservation.

This movement is not exclusive to research.
It is the way reality itself operates.

The thesis as an act of creation

From this perspective, the university thesis ceases to be a mere procedure.

It becomes an act of creating certainty.

Whoever understands this ceases to be a student fulfilling requirements.

They become an organizer of knowledge, a builder of coherence, a generator of laws.

And here emerges the true meaning of this work:

The book does not form wise people. It awakens them.

Because the wise person is not created from outside.
They recognize themselves when they find the order of knowledge.

What this book provokes

If this book fulfills its purpose, it will not be remembered for its chapters.

It will be remembered for what it provokes:

Clarity in those who were confused.

Direction in those who were lost.

Depth in those who sought meaning.

And then, the thesis will change.

Universities will change.

Research will change.

But more importantly, the way humanity understands reality will change.

Structural certainty

When knowledge is organized, science ceases to be fragmented, education ceases to confuse, and research ceases to be superficial.

Then something that is scarce today appears: structural certainty.

That certainty is not imposition.

It is not dogma.

It is not belief.

It is coherence.

And coherence is the foundation of every law.

The book ends, transformation begins

This book ends here, but its application is just beginning.

Every thesis developed from this approach will be more than a document: it will be a manifestation of the order of

knowledge, a real contribution, a piece within a new way of researching.

If this process multiplies—in universities, in researchers, in professors, and in students— we will not be facing an academic improvement.

We will be facing a civilizational shift.

The future we can sustain

A humanity that understands the structure of knowledge is a humanity capable of thinking with coherence, researching with meaning, and acting with direction.

And that humanity can sustain its own future.

Final words

Do not seek truth outside the coherence of knowledge. Coherence begins when you understand that all knowledge descends from a principle, manifests itself in reality, and ascends as a law to conserve life.

Now understand.

Formulate your law.

And participate in the conservation of knowledge.

APPENDICES

APPENDIX 1: Route from 0 to scientific law Structural guide for the formulation of a law

1. Nature of the route

This route is not an isolated technical sequence.

It is the operational expression of the Princonser Method in its most concrete form.

It allows:

- Conducting any research
- From an initial idea
- To the formulation of a scientific law
- Oriented towards conservation

Structural function

Level	Function
Philosophical	Defines the universal principle
Scientific	Organizes the E–M–E process
Ethical	Orients conservation

This route is: The bridge between the universal principle and the scientific law.

2. General structure of the route

The route synthesizes the complete movement of the method:

Descent (E → M)

Principle → problem → manifestations → method → data

Ascent ($M \rightarrow E$)

Data → analysis → law → conservation

Central rule

Every step must be derived from the universal principle and maintain the proportionality between energy and matter.

3. The 10 steps as an integrated system

The route is not a list; it is a coherent structural system:

Structural reading of the steps

Phase	Step	Function
Foundation	1-3	Identify and make the principle explicit
Design	4-5	Derive the method from the principle
Materialization	6	Transform $E \rightarrow M$ (data)
Desmaterialization	7	Reconstruct the principle ($M \rightarrow E$)
Synthesis	8	Formulate the scientific law
Orientation	9	Apply conservation
Validation	10	Verify structural coherence

This shows: There are no isolated steps... there is an integrated E–M–E system.

4. Epistemological core of the route

This annex reveals the central logic of the book:

Structural transformation

Movement	Action	Result
$E \rightarrow M$	Materialize the principle	Data
$M \rightarrow E$	Dematerialize the data	Scientific law

Data are not origin or end. They are the material manifestation of the principle.

5. Critical point of the route (where theses fail)

Here the structural ruptures are identified:

Common failures

Step	Structural error
1	Principle absent or weak
2	Descriptive problem (without incoherence)
5	Method not derived from the principle
7	Mechanical analysis (without reconstruction)
8	Law not formulated
9	Ethics absent
10	Coherence not validated

The failure is not in the technique. It is in the rupture of coherence between principle, data, and law.

6. Law formulation as the culminating point

Step 8 is the most important point of the route.

Mandatory structure of the scientific law

Component	Function
Context	Delimits the system
Principle	Organizes
Manifestation	Evidence (data)
Certainty	Affirms coherence
Conservation	Orients purpose

Key rule

If one of these elements is missing, there is no scientific law.
there is a conclusion

7. Conservation as the final criterion

Step 9 introduces the structural closure of knowledge.

Levels of conservation

Level	Impact
Personal	Human development
Social	System cohesion
Planetary	Sustainability

The law is evaluated not only by its coherence.
But by its contribution to the conservation of the system

8. Coherence evaluation (step 10)

This step turns the method into a self-corrective system.

Function

- Detect incoherences
- Correct before finalizing
- Ensure E–M–E unity

This allows:

Moving from trial–error → to verified structural coherence

9. Synthesis of the annex

This annex demonstrates that:

- The method is applicable
- The process is replicable
- The law is attainable
- Coherence is verifiable

Key transformation

✗ Researching without direction

✓ Researching with structural coherence

Synthesis table of the annex

Structural route from 0 to scientific law

Level	Nature	Result
Philosophical	Energy	Universal principle

Level	Nature	Result
Scientific	Matter	E–M–E process
Ethical	Orientation	Conservation

Structural reading table

Dimension	Content
Philosophical	Every process begins with a universal principle
Scientific	The route guarantees E–M–E coherence
Ethical	The law orients the conservation of the system

Immediate application for the thesis researcher

1. Have I clearly defined the universal principle that organizes my research?
2. Is each step of my thesis derived from that principle?
3. Do my data materialize that principle?
4. Does my analysis reconstruct the principle?
5. Does my law express structural coherence?
6. Does my law contribute to the conservation of a system?

APPENDIX 2: Integrative tables. Structural synthesis of the entire work

1. Nature of the annex

This annex is not a set of isolated tables.

It is the compressed representation of the complete architecture of the Universal Scientific Method – Princonser

Structural function

Level	Function
Philosophical	Synthesizes essence and universal principles
Scientific	Organizes knowledge and the E–M–E process
Ethical	Orients application towards conservation

This annex allows: Seeing the entire book as a single structural system.

2. Structural reading of the tables

The tables follow a logic coherent with the method:

Descent (foundation of knowledge)

Tables 1.1 → 7.1

(Essence, structure of knowledge, philosophy, epistemology)

Methodological structuring

Tables 11.1 → 18.1

(Types of thesis, conclusion–law difference, universal foundations)

Ascent (synthesis and scientific law)

Tables 25.1 → 26.1

(Complete process, thesis as a system)

This demonstrates: The annex reproduces the complete movement of the method (E–M–E).

3. Integration of the tables (deep reading)

Nucleus 1: Foundation of knowledge

(Tables 1.1 – 3.1)

They establish:

- Universal essence (E–M unity)
- Three-dimensionality of knowledge
- Descending hierarchy

Without this nucleus, there is no basis for formulating principles or laws.

Nucleus 2: Approaches to knowledge

(Tables 4.1 – 6.1)

They organize:

- Philosophical currents
- Epistemologies
- Types of research

Here methodological fragmentation is overcome.

Nucleus 3: Structural integration

(Table 7.1)

It integrates:

- Philosophy
- Science

- Ethics

This is the central bridge of the entire work.

Nucleus 4: Typology and epistemological precision

They allow:

- Classifying types of thesis
- Differentiating conclusion vs. scientific law

Here the most frequent error in research is corrected.

Nucleus 5: Universal foundations

(Table 18.1)

It establishes the complete hierarchy:

- Universal essence
- Universal principles
- Universal laws
- Scientific law

This nucleus sustains the entire knowledge system.

Nucleus 6: Complete process

(Table 25.1)

It integrates:

Principle → method → data → law → conservation

Here the method becomes completely operational

Nucleus 7: Structural transformation of the thesis

(Table 25.1)

It redefines:

- Each part of the thesis
- From conventional logic → structural logic

Here the thesis ceases to be format... and becomes a system

4. Epistemological contribution of the annex

This annex achieves a key transformation:

Structural change

Before	After
Isolated concepts	Integrated system
Separate chapters	Global coherence
Accumulated theory	Functional structure

This annex turns the book into a structural cognitive map of knowledge.

5. Practical use of the annex

This annex is not only for reading:

As a work tool

- Design the thesis
- Organize thought
- Verify coherence
- Orient the process
-

As a validation tool

- Verify universal principle

- Verify E–M coherence
- Verify the method
- Verify the scientific law
- Verify conservation

It is not an informational annex. It is a permanent operational tool.

6. Synthesis of the annex

This annex demonstrates that:

- ✓ The entire book is coherent
- ✓ Each chapter fulfills a structural function
- ✓ Each concept is connected
- ✓ The scientific law is the point of convergence

Final result: The work is not accumulative... it is a complete structural system.

Synthesis table of the annex

Global structure of Princonser knowledge

Level	Nature	Expression
Philosophical	Energy	Essence and universal principles
Scientific	Matter	E–M–E process and method
Ethical	Orientation	Conservation of the system

Structural reading table

Dimension	Content
Philosophical	Knowledge has a universal structure based on E–M essence
Scientific	Structure organizes research and allows the formulation of laws
Ethical	All research must be oriented towards conservation

Immediate application for the thesis researcher

1. Can you locate your thesis within this global structure of knowledge?
2. Does your process coherently follow the E–M–E movement?
3. Does your research connect principle, method, data, and law?
4. Is your law integrated within the complete system?
5. Does your thesis contribute to the conservation of a system?

APPENDIX 3: Guides for thesis researchers and universities. Application instruments of the Princonser Method

1. Nature of the annex

This annex is not a complement.

It is the translation of the Universal Scientific Method – Princonser into verifiable operational action.

Structural function

Level	Function
Philosophical	Align the subject with the universal principle
Scientific	Verify the coherence of the E–M–E process
Ethical	Ensure orientation towards conservation

This annex allows: Moving from understanding the method to applying it with structural rigor.

GUIDE 1

For the thesis researcher (before starting)

Foundation of the principle

Initial checklist

Question	Answer
Can I state the Universal Principle that organizes my phenomenon in a clear sentence?	
Do I understand that every system is a unity of energy and matter (E–M)?	

Do I understand the descending logic of the method (principle → data)?	
Do I understand the difference between energy (E) and matter (M) ?	
Do I understand that research starts from principles and not from hypotheses?	
Do I understand that my thesis must culminate in a scientific law ?	
Have I identified the level of conservation (personal, social, or planetary)?	

Structural rule

If the universal principle is not clear, the thesis cannot begin.

GUIDE 2

For the thesis researcher (during the thesis)

Control of the E–M–E flow

Continuous coherence checklist

Question	Status	Necessary adjustment
Is my work derived from the universal principle ?		
Am I consciously operating in descent (E–M) or ascent (M–E) ?		
Does my method maintain coherence with the principle ?		
Do my data materialize the principle ?		

Am I advancing towards the formulation of the law?		
Can I clearly answer "What is my thesis for?"		

Structural rule

Coherence is not assumed... it is verified at each stage of the process.

GUIDE 3

For the thesis supervisors

Conduction of descending coherence

Checklist de dirección estructural

Question to the thesis researcher	Clear answer?
What is your universal principle ?	
How does that principle manifest itself in your context?	
Does your problem express an incoherence of the principle?	
Is your method derived from the principle ?	
Are your data a manifestation of the principle ?	
Does your analysis reconstruct the principle ?	
What is your scientific law ?	
To what level of conservation does your law contribute?	

Structural rule

The supervisor does not correct format... they conduct structural coherence.

GUIDE 4

For the examining committee

Structural evaluation rubric

Criterion	Score (1–5)	Observations
Explicit universal principle		
Problem as incoherence		
Framework–principle coherence		
Method–principle coherence		
Materialization (E–M)		
Dematerialization (M–E)		
Scientific law formulated		
Contextual certainty		
Orientation towards conservation		
Total thesis coherence		

Interpretation

Range	Evaluation
45-50	Complete structural coherence
33-44	High coherence (minor adjustments)
25-34	Partial coherence (restructure)
<25	Incoherence (restart from principle)

Structural rule

Evaluation does not measure quantity, it measures structural coherence.

GUIDE 5**For the university (institutional level)****Implementation of the Princonser system**Structural policies

Policy	Action	Indicator
Curriculum	Integrate universal principles	E-M understanding
Supervisor training	Structural training	Coherent direction
Thesis evaluation	Apply Princonser rubric	Theses with law
Law bank	Create repository	Real application
Extension	Integrate knowledge	Verifiable impact

Structural rule

The university is not transformed by norms. It is transformed by structural coherence.

2. Integration of the five guides

The guides form a single system:

Complete system

Actor	Function	Result
Thesis researcher	Formulate law	Knowledge

Actor	Function	Result
Supervisor	Guide coherence	Process
Committee	Validate structure	Quality
University	Integrate system	Impact

Final result:

A complete ecosystem for the generation of scientific laws.

3. Contribution of the annex

This annex achieves:

- Making the method completely operational
- Eliminating ambiguity
- Ensuring coherence at all levels
- Integrating individual – institution – society

Key transformation

✗ Theoretical method

✓ Applied and verifiable method

Synthesis table of the annex

Princonser operational system

Level	Nature	Expression
Philosophical	Energy	Universal principle
Scientific	Matter	E–M–E process
Ethical	Orientation	Conservation of the system

Structural reading table

Dimension	Content
Philosophical	The subject aligns with the universal principle
Scientific	The process is controlled through E–M–E coherence
Ethical	Research is oriented towards conservation

Global immediate application

1. Am I starting from a real universal principle?
2. Am I verifying coherence at each stage of the process?
3. Does my research complete the E–M–E cycle?
4. Does my law express structural coherence?
5. Does my work contribute to the conservation of a system?

APPENDIX 4: Glossary of key terms (Princonser)

1. Nature of the glossary

This glossary is not a descriptive list.

It is the conceptual system that sustains the entire architecture of the Universal Scientific Method – Princonser

Structural function

Level	Function
Philosophical	Defines the language of the universal principle
Scientific	Organizes the E–M–E process
Ethical	Orients purpose towards conservation

Without this language:

- There is conceptual ambiguity
- Structural coherence is broken
- It is not possible to formulate a scientific law

2. Key terms (structural definitions)

Princonser conceptual system

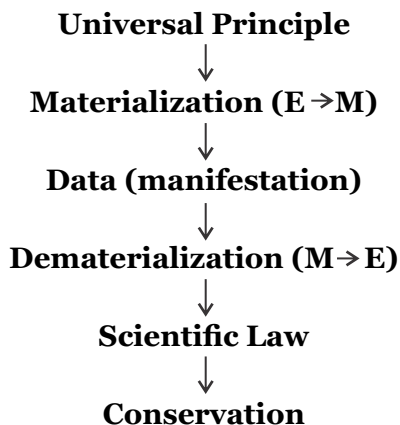
Term	Structural definition
Universal Essence	Proportional unit of energy and matter in continuous interaction and unidirectional transformation, present in all systems and foundation of all scientific law
Energy (E)	Non-directly observable dimension, organizing and causal, that directs the structure and transformation of matter
Matter (M)	Observable and measurable dimension, in which energy manifests itself as structured effect

Materialization (E—M)	Descending process through which a universal principle is expressed in observable manifestations (data)
Dematerialization (M—E)	Ascending process through which data allow the reconstruction and recognition of the universal principle
Universal Principle	Structural affirmation derived from universal essence that organizes the behavior of all systems
Universal Law	Expression of the general behavior of systems based on universal principles, valid in all contexts
Contextual Scientific Law	Expression of a universal principle manifested in a specific context, formulated through structural coherence
Descending Coherence	Structural direction in which the principle organizes the method, data, and formulation of the law
Contextual Certainty	Validity of a scientific law within its context, guaranteed by coherence between principle, data, and method
Conservation	Structural purpose of knowledge: to maintain or restore the coherence of the system at its personal, social, and planetary levels

3. Conceptual integration of the system

These terms are not independent; they form a closed system:

Structural sequence of knowledge



The language of the method does not describe knowledge...
It organizes it structurally

4. Epistemological rule of the glossary

Every term fulfills three conditions:

- Derives from universal essence
- Integrates into the E–M–E process
- Orients towards conservation

If a term does not fulfill these conditions... it does not belong to the method.

5. Synthesis of the annex

This glossary allows:

- Thinking with structural precision
- Eliminating conceptual ambiguity
- Sustaining coherence throughout the thesis
- Correctly applying the method
- Formulating scientific laws

Result:

Without conceptual precision there is no coherence...

And without coherence there is no scientific law

Synthesis table of the annex

Princonser structural language

Level	Nature	Expression
Philosophical	Energy	Universal principles
Scientific	Matter	E–M–E process
Ethical	Orientation	Conservation of the system

Structural reading table

Dimension	Content
Philosophical	Language defines the structure of thought
Scientific	Conceptual precision guarantees methodological coherence
Ethical	Clarity orients action towards conservation

Immediate application

1. Do you understand each term of the method with structural precision?
2. Are you correctly using these concepts in your thesis?
3. Does your language maintain coherence between principle, method, and law?

4. Does your formulation avoid conceptual ambiguity?
5. Does your language orient towards the conservation of the system?

APPENDIX 5: Glossary of statistical terms and key concepts

1. Nature of the annex

This annex is not merely technical. It is the integration of statistical language within the epistemological system of the Universal Scientific Method – Princonser

Structural function

Level	Function
Philosophical	Connects statistics with the universal principle
Scientific	Allows the materialization of knowledge ($E \rightarrow M$)
Ethical	Orients interpretation towards conservation

Here a fundamental structural error is corrected:

✗ Using statistics as an end

✓ Using statistics as a means to evidence the manifestation of the principle

2. Statistical terms adjusted (structural reading)

Structural table

Symbol / Term	Structural definition	Range / Interpretation	Princonser reading
r	Pearson correlation coefficient expressing the relationship between variables	-1 to +1	Not only measures relationship → evidences coherence or incoherence of the system

p	Probability that the result is attributable to chance	0 to 1	Does not validate truth —indicates consistency of manifestation
R²	Proportion of variation explained by a variable	0 to 1	Not only explains → measures degree of manifestation of the principle in the data
n	Sample size (number of observations)	Positive integer	Not just quantity → level of representation of the phenomenon
Mean ($\bar{x}$)	Average of the data	Within range	Not only centrality → average expression of the manifestation of the principle
Standard Deviation (SD)	Measure of data dispersion	≥ 0	Not only variability → degree of coherence or dispersion of the system

3. Integration of statistics in the E–M–E method

Here the real location of statistics is established:

Structural location

Stage	Function	Role of statistics
Principle	Energy(E)	Does not apply directly
Method	Design	Defines what to measure
Data	Matter (M)	Expresses itself statistically
Analysis	M → E	Allows recognition of the principle

Law	Synthesis	Is formulated beyond statistics
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Statistics does not produce the law. It allows recognition of the manifestation of the principle in the data.

4. Structural error corrected

This annex corrects one of the most critical errors in scientific research:

Incorrect use

✗ "If $p < 0.05$, then it is true"

✗ "Correlation demonstrates causality"

✗ "Data speak for themselves"

Princonser correction

- Data do not speak → they are interpreted from the principle
- Statistics does not demonstrate → it provides evidence
- The law does not emerge from data → it is recognized through structural coherence

Statistics without principle produces fragmentation

Statistics with principle produces structural understanding

5. Example of structural reading

Example

$r = 0.72$

$p < 0.001$

Conventional reading

✓ Strong and significant correlation

Princonser reading

✓ There exists a coherent manifestation of the principle in the data

✓ The relationship is not only numerical it is a structural expression of the system

The number describes. The principle explains.

6. Relationship with types of research

Type	Use of statistics	Princonser integration
Quantitative	Central	Materialization of the principle
Qualitative	Minimal	Interpretation of the principle
Mixed	Integrated	Complete E–M–E process

Result:

Statistics is a tool... not a paradigm.

7. Synthesis of the annex

This annex establishes that:

- Statistics belongs to the material level (M)al (M)
- It is subordinated to the principle (E)
- Its function is to provide evidence, not to conclude
- Its interpretation allows return to the principle
- Its integration contributes to the formulation of the law

Key transformation

✗ Isolated statistical analysis

✓ Integrated structural analysis

Synthesis table of the anne-
Statistics in the Princonser Method

Level	Nature	Expression
Philosophical	Energy	Principle that organizes measurement
Scientific	Matter	Data and statistical analysis
Ethical	Orientation	Interpretation for conservation

Structural reading table

Dimension	Content
Philosophical	Statistics must respond to a universal
Scientific	Measurement allows evidencing the manifestation of the phenomenon
Ethical	Interpretation orients action towards conservation

Immediate application for the thesis researcher

1. Do your variables respond to a universal principle or only to data availability?
2. Do your indicators truly materialize that principle?
3. Does your statistical analysis reconstruct the principle or only describe data?
4. Does your interpretation connect the data with a scientific law?
5. Does your analysis contribute to the conservation of the system?



AUTHOR BIOGRAPHY

**AUTHOR OF THE PRINCONSE METHOD AND
HEAD OF THE POSTDOCTORAL PROGRAM.**

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*as a Doctor of Philosophy, a Master's in Epistemology graduate
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Federico Villarreal in Lima, Peru. He was awarded the
International Gusi Peace Prize in Philosophy and Science in the
city of Manila in 2012.*

He is the author of the Princonser method, an innovation in the fields of philosophy, science, and technology. Furthermore, he has authored the following publications:

- "Man and His Spirit," published in Lima, Peru, in the year 2000.
- "Philosophy of Conservation," published in Lima, Peru, in the year 2000.
- "The Principle of Success," published in Buenos Aires, Argentina, in the year 2005.
- Author of the chapter "Philosophy of Conservation and Bioethics" in the book "Bioethics, Volume II," edited by the Catholic University of San Antonio de Murcia, published in Spain in 2005.

- "Philosophy of Destruction," published in Lima, Peru, in the year 2007.
- "The Princonser Method and the Human Dimension," published in Madrid, Spain, in the year 2014.
- "Being a Father, Teacher, and Philosopher," published in Lima, Peru, in the year 2022.
- "The University Confronting the World's Problems," published in Lima, Peru, in the year 2022.

He has participated as a speaker in the World Philosophy Congress across the world including Istanbul, Turkey in 2003; Athens, Greece in 2013; Warsaw, Poland in 2016; Lima, Peru in 2018; and Beijing, China in 2018.

He has also taken part in the World Philosophy Forum in Kuala Lumpur, Malaysia in 2019 and 2022, as well as in Coahuila, Mexico in 2021.

Additionally, he has been a postgraduate teacher at various universities and is the author of a new educational methodology based on universal wisdom. He has also innovated the research method and its application in the humanities. In the year 2020, he founded the Princonser School of Philosophy to disseminate a new approach to philosophy as a response to the challenges of the modern era.

Through this school, he promotes innovation in the philosophical foundations of education, politics, and science, to contribute to the

formation of planetary consciousness and universal wisdom through education, which is necessary for the integration and preservation of humanity.

In 2023, he founded the University Princonser to address global issues through education with a new vision for the 21st century. In the same year, he created the digital magazine "Philosophy, Science, and Method – Path to Universal Wisdom," where articles prepared by teachers applying the Princonser methodology are published.

PRECURSOR WORKS

These works correspond to the initial stage of philosophical reflection and constitute the intellectual foundations that preceded the formal development of the *Princonser Universal Scientific Method*.

- **The Principle of Conservation (1996)**
- **Man and His Spirit (2000)**
- **Philosophy of Conservation (2000)**
- **The Principle of Success (2005)**

FUNDAMENTAL WORKS OF THE PRINCONSER UNIVERSAL SCIENTIFIC METHOD

These works are part of the systematic development of the Princonser Universal Scientific Method and its transdisciplinary applications.

Universal Methodology

- **University Thesis**

Human Dimension

- **The Princonser Method and the Human Dimension**

Universal Education

- **The Princonser Philosophical Method and Its Application in Universal Education**
- **The University in the Face of the World's Problems**
- **Being a Parent, Teacher, and Philosopher**

Universal Ethics

- **The Ethical Formula**

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- **Princonser Universal Law**

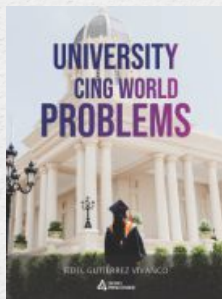
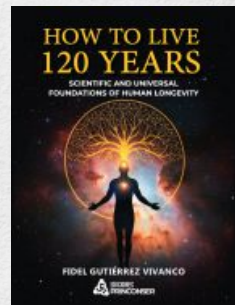
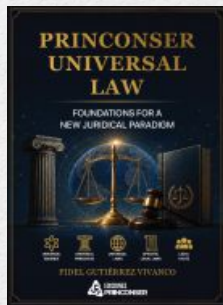
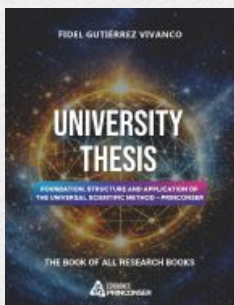
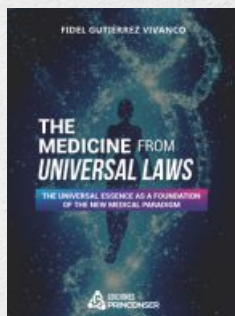
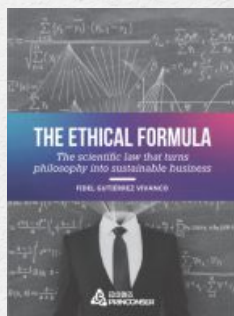
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- **The Hidden Order of History**

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