

UGANDA CHRISTIAN UNIVERSITY

ACADEMIC RESEARCH MANUAL

**A Research Manual
For the Preparation of Theses,
Dissertations,
Research Reports, Project Reports,
Extended Essays and Papers**

**And
A Guide
On the Examination Process**

<http://www.ucu.ac.ug/research>

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ABOUT THIS RESEARCH MANUAL

This research manual was edited by the academic staff of Uganda Christian University to help students prepare Research Reports, Project Reports, Research Papers, Proposals, Dissertations and Theses. The purpose of the research manual is to facilitate academic research activities in Uganda Christian University for both Undergraduate and Postgraduate programmes. It is intended to encourage students to produce research that is comprehensive, thorough and academically sound. The developers of this research manual would like to thank Professor Mike Bendixon for permitting us to borrow liberally from the research guide that he developed for use at the University of the Witwatersrand, Johannesburg, South Africa.

An academic writing can be either empirical or non-empirical. While empirical writing is primary data based, non-empirical research may not require primary data. Each of the two categories may have its own formats but can be similar in many respects. As a general guide to academic writing at Uganda Christian University, this manual is tilted towards the empirical paper format. We also recognise that while some people believe that literature review and methodology should be a major subsection under the introduction chapter, some do believe each of them shall be separate chapters. While keeping literature review and methodology as distinctive chapters is proposed in this manual, we require faculties with different traditions to document and we append them to this guide. While we propose that the proposal shall have three chapters and the final research output five or six chapters, there may be variations depending on the nature of the research. The uniqueness of the nature of the research will require separate a written guide to proposal format and assessment. The faculty of Theology has documented some of the uniqueness of their research and is shown in Appendix 7.4.1.

As advised by the Vice Chancellor this document shall be treated as a "living document".

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*School of Research and Post Graduate Studies
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1.0 ACADEMIC RESEARCH GENERAL GUIDELINES

1.1 Introduction

Research requires a great deal of discipline that goes beyond what is often required in the preparation of typical classroom papers. You might ask why you need to be so self-disciplined if you may never be required to write another research paper after you graduate from Uganda Christian University. Studies have found that students, who have learned to master self-discipline, be it from learning such skills as computer programming, statistics, or research writing, are better able to apply themselves to solving any challenging task they may face in the work place.

This research manual is meant to serve as a general guide to conducting research and presenting the results of that research in a formal paper. As a general guide, it cannot hope to address the unique interests and concerns of each academic field of study. Consequently, students are obligated before starting research projects to check with their respective academic faculty office for supplemental guidelines that are specific to their discipline.

1.2 Demarcation of Terms

Academic research at Uganda Christian University takes a variety of forms depending on whether you are a postgraduate or undergraduate student. While each form may be given a slightly different meaning within the broader academic community, the following definitions may provide some clarification as to the types of projects and papers required of students:

Thesis - At Uganda Christian University, a thesis shall refer to a presentation of a major research study conducted at the doctoral level with original contribution to knowledge according to academically recognised and internationally accepted standards of research.

Dissertation - At Uganda Christian University, a dissertation shall refer to a presentation of research study conducted at either the undergraduate or postgraduate level that follows standard methodological guidelines. At master's level, the dissertation shall make substantive contribution to knowledge or application of concepts or theory in a given field of study. At bachelor's level, a dissertation shall demonstrate good understanding of methods and theory in a given field of study.

Research Report - At Uganda Christian University, the term research report shall refer to basic presentation of a research study following the minimum requirements for research reporting and contributes to solving an identified problem.

Research Project - At Uganda Christian University, a research project shall refer to a guided research activity that follows technical standards that shall lead to the production of a research report or a project report with recommendations for application or implementation to a given problem.

Extended Essay/Research Paper - At Uganda Christian University, an extended essay/research paper shall refer to research output on a given research topic that requires students to show knowledge and understanding on a given subject or topic under the guidance of a supervisor.

Research Proposal - At Uganda Christian University, a research proposal sets out a topic or problem of research interest, reviews the literature relating to that topic, and presents a methodology for addressing the problem. All research proposals utilize the same structure, but postgraduate is more comprehensive and rigorous.

Research Concept/Concept Paper - At Uganda Christian University, a research concept/concept paper shall refer to a brief summary of what the

student would like to study. It shall highlight the topic, the problem to be investigated, the objectives of the study and how the problem shall be addressed.

1.3 Procedure for Approval of Topics, Concepts and Proposals

- i) Under the guidance of research methods instructor, a student identifies a topic of interest.
- ii) The instructor, potential supervisor and or committee set up by the Faculty may approve the research topic.
- iii) A student shall proceed to develop a research concept for presentation to the supervisor(s) or a committee set up by the Faculty for approval.
- iv) A student shall proceed to develop a research proposal for presentation to the supervisor(s) or a committee set up by the Faculty for approval. For Postgraduate students, a research proposal shall be presented and defended before an interdisciplinary panel of supervisors and peers for approval. A panel shall include at least three faculty members and a delegated representative of the School of Research and Postgraduate Studies.
- v) Proposals that require ethical approval shall be submitted to the Research Ethics Committee (REC) with the guidance of supervisor and or committee set up by the Faculty. Generally, any methodology that may bring into question the privacy or the physical or psychological well-being of participants in a research study shall be approved by the REC before any data can be collected. This requirement is also intended to protect UCU and the researcher from legal and ethical challenges.

1.4 Format of Concept paper

All graduate-level students are advised to have a supervisor approved concept paper as part of the dissertation process before moving to the proposal stage.

The maximum of five (5) -page concept paper is intended to be a summary of the 20-30-page proposal. The concept paper shall include:

- Name of student, program, supervisor; date; dissertation topic
- Background - half a page
- Problem statement - 1 paragraph
- Purpose - 1-2 sentences
- Objectives - 3 to 5 objectives
- Research questions - 3 to 5 questions
- Scope of study - 1-2 paragraphs
- Justification - 1 paragraph
- Significance - 1 paragraph
- Theoretical/conceptual framework - half a page
- Literature review - 1 page
- Methodology - half a page
- References/bibliography -5 to 8 sources, annotated

1.5 Deadlines

All students shall observe the following deadlines for the submission of Topics, Concepts, Proposals, and Dissertations/Reports/Theses.

Undergraduates

1. Research topics and concepts shall be approved during the semester within which research methods is being taught.
2. Research Proposals shall be approved at least a year before the students complete their programmes of study. The specific dates shall be set by respective Faculties/Schools.
3. Dissertations shall be submitted at least in the 6th week of the 2nd semester of the final year.

Postgraduates

1. Research topics, concepts and proposals shall be approved at least a year before the students complete their programmes of study. The specific dates shall be set by respective Faculties/Schools.
2. Dissertations shall be submitted within the last module/semester of the final year of the duration of the programme.
3. Doctoral Thesis Research Proposals shall be submitted within 12 months after registration.
4. Doctoral Theses shall be submitted within 36 months after commencement of research.

De-registration - students who do not submit their research reports within the stipulated timeframe will be automatically de-registered after the expiration of a further maximum period as follows:

1. Bachelor's degree - 24 months
2. Master's degree - 24 months
3. Doctoral degree - 24 months

1.6 Documentation Style

At Uganda Christian University, staff members and students shall adhere to the format set out in this research manual. All students are required to use American Psychological Association (APA). However, individual faculties that may require specific citation styles shall communicate to the SRPGS and make the styles available to their respective students.

1.7 Length of Students' Research Output

The following shall be the lengths of the different types of research output. The numbers provided refer to the main body of the paper and exclude preliminaries,

references, bibliography, footnotes, endnotes and appendices. Using double spacing and standard 1 inch margins, Trebuchet MS font type, font size 12 and the page length can be calculated at approximately 250 words per page.

- Doctoral Thesis - 30,000 to 100,000 words
- Postgraduate Dissertation - 15,000 to 25,000 words
- Undergraduate Dissertation - 10,000 to 15,000 words
- Reports and Extended Essays - 5,000 to 10,000 words

The length of a PhD Thesis by Research only or Coursework and Research shall be determined by the respective Faculty/School. This length shall fall within the specified limits above.

2.0 STRUCTURE OF RESEARCH PROPOSALS

2.1 Contents of Research Proposals

The Research Proposal is a plan of the intended research work. The Research Proposal shall contain the following sections:

i) *General Introduction*. The problem or issue being investigated shall be clearly articulated. A typical proposal will set out research questions or hypotheses that become the focus of the study. After reading the proposal, the supervisor or committee should have no difficulty in understanding the student's objective in pursuing the research study and why this particular study is important. The generally agreed elements of this chapter/section are:

- Background to the Study
- Statement of the Problem
- Purpose and Objectives
- Research Questions/Hypotheses
- Scope of the Study
- Justification
- Significance
- Theoretical/Conceptual Framework

ii) *Literature Review*. The proposal provides evaluative assessment of the literature that is relevant to the topic being investigated. The literature review is not an exhaustive history of everything ever written on the research topic. Rather, it is a focused examination of the literature that leads the reader to understand and appreciate the research questions, hypotheses and propositions to be investigated. The chapter/section should as far as possible have the following features:

- Introduction

- Sub-headings under which the literature is reviewed
- The review of the related literature should be guided by the objectives and the research questions/hypotheses
- It should be a substantial, selective, balanced, comprehensive and evaluative review of the relevant literature on or around the subject of the current investigation
- It should identify the gap in the literature that the research seeks to address

iii) *Methodology*. This chapter/section provides an explicit description of how the study will be conducted. The reader will use this description to evaluate the appropriateness of the data gathering and analysis procedure to determine if the results will yield information that is reliable and valid. Where relevant, this chapter/section includes (usually as an appendix) either a copy of a validated, research instrument, or a draft of a customised instrument designed for data collection.

This section/chapter generally comprises the following:

- Research design
- Area of study
- Sources of Information
- Population and sampling techniques
- Variables and indicators
- Measurement levels (where necessary)
- Procedure/protocols for data collection
- Data collection instruments and equipment
- Quality/Error control
- Strategy for data processing and analysis
- Ethical considerations
- Anticipated methodological constraints

- Work plan/Timeline
- Budget (optional)

NB: Studies that use purely secondary data, projects or extended essays may not follow the entire format in its entirety. For such studies, the respective faculties shall develop the necessary format similar to the above chapter/section breakdown and submit it to the SRPGS for reference.

2.2 Format of Research Proposals

i) Preliminary pages

- Title Page (not numbered)
- Declaration
- Approval
- Table of Contents
- List of Tables
- List of Figures
- List of Appendices
- Glossary of Terms and Acronyms (where applicable)

ii) Layout

The title page states the intended title of the report, the name and student number of the candidate, the academic programme for which the proposed research is intended, the name of the proposed supervisor, and the date that the Research Proposal is submitted.

It is optional to assign chapter numbers to each section of the Research Proposal. After the title page, a list of contents will refer the reader to the page numbers for each section and subsection. The sections or “chapters” (General Introduction, Literature Review and Methodology) may run continuously and need not begin on separate pages. A Reference List appears at the end of the document, listing all works

referred to in the text. Appendices, if needed, then follow. The document should be written in the future tense since it precedes the actual research.

All paragraphs shall be written in font type Trebuchet MS, font size 12 and double-spaced. Normal margin size of 1" (top, bottom, left, right) shall be used. Page numbers shall be at the bottom, centralised.

iii) Length of Proposal

- PhD 25-45 pages
- Master's: 15-30 pages
- Postgraduate Diploma: 15-30 pages
- Bachelor's: 10-20 pages

iv) Supplementary Material

- Notes (if any)
- Tentative Table of Dissertation Contents
- Bibliography
- Appendices. These comprise such items as:
 - a) Research instruments employed, e.g. Questionnaire, Interview schedule, Observation schedule, and Textual checklist
 - b) Pictures, maps
 - c) Introductory letters

2.3 Appointment of Supervisors

At PhD level, the faculty shall propose a main supervisor and and at least one co-supervisor per student who shall be appointed by the Dean of the SRPGS.

At Master's and postgraduate diploma level, the Faculty shall propose a minimum of one and a maximum of two supervisors per student who shall be appointed by the Dean of the SRPGS.

At Bachelor's level, the Faculty shall appoint one supervisor per student. The supervisors' allocation list shall be submitted to the SRPGS for review.

2.4 Final Proposal Submission

At PhD level, a student shall:-

- i) Submit three spiral bounded copies of the approved proposal, signed by the supervisor(s).
- ii) Attach a formal letter of submission through the supervisor to the Faculty Research Coordinator, copied to the Dean of the SRPGS.
- iii) Attach a letter of approval from the Research Ethics Committee.

At Master's and postgraduate diploma level, a student shall:-

- i) Submit three spiral bounded copies of the approved proposal, signed by the supervisor(s).
- ii) Attach a formal letter of submission through the supervisor to the Faculty Research Coordinator, copied to the Dean of the SRPGS.
- iii) Attach a letter of approval from the Research Ethics Committee.

At Bachelor's level, a student shall:-

Submit one spiral bound copy of the approved proposal, signed by the supervisor to the Department.

3.0 FORMAT OF EXTENDED ESSAYS/RESEARCH PAPERS

The Extended Essay contains the following depending, of course, on supplementary requirements of specific faculties that are available in the office of the respective dean.

The contents shall include:

- A defence of a thesis statement which contains the main idea of the essay.
- A well-organised presentation of the author's viewpoint and analysis of the topic.
- An effective application of the expository or persuasive modes.
- Correctly cited information and opinions from various sources.
- Properly cited quotations and references, preferably within the main text.
- A logical argument that follows a clear line of reasoning throughout the essay.
- An integrated discussion between the author's opinions and the facts cited in support of those opinions.

The essay should include:

- Title Page (see Appendix A)
- Research Topic (as Heading)
- Outline of the paper
- Thesis statement
- Background/introduction
- Main body with sub-headings
- Conclusion
- Bibliography

4.0 FORMAT OF RESEARCH REPORTS

4.1 Report Sections

4.1.1 Preliminary pages

- Title Page (title not more than 10 words)
- Abstract (not more than 150 words)
- Declaration
- Dedication (optional)
- Acknowledgements (optional)
- Table of Contents
- List of Tables
- List of Figures
- List of Appendices
- List of Acronyms and Abbreviations (optional)

4.1.2 Pagination

The student shall number the preliminary pages with Roman Numerals EXCLUDING the title page. The student shall also number the main body of the work using Arabic numerals.

4.1.3 Student's Name

The student shall use the official name and registration number as indicated on the admission letter. Titles such as Mr., Ms. and professional affiliations should not be listed. Only academic qualifications such as MA, PhD, etc may be indicated.

4.1.4 Statement of Award

This statement shall appear at the below the student's name and registration number on the title page. It shall be stated as follows:-

A Thesis/Dissertation/Research Paper/Extended Essay/Project Report/Research Proposal, etc submitted to the Faculty of ..., in partial fulfilment of the requirements for the award of a degree of PhD/Masters/PGD/Bachelor/Diploma of/in of Uganda Christian University

4.1.5 Year of Completion of Research Document

This shall appear at the bottom of the title page. It shall indicate the month and year of completion.

4.2 Abstract

The Abstract is a brief summary of the report.

- PhD Thesis: not more than 350 words
- Master's Dissertation: not more than 250 words
- Bachelor's Dissertation: not more than 150 words
- Other research reports: not more than 100 words

An Abstract should be written in paragraph form (not telegraphic style or note-form) and mainly in the past tense, and should start with a topic sentence that conveys the main theme of the research. The Abstract then describes and summarises the purpose of the research effort, the research methods employed, the results and brief conclusions or recommendations. In other words, it outlines (a) the problem, (b) what was done, (c) what was found, and (d) the relevance of the findings.

4.3 Declaration

A student shall declare as follows:

I,..... hereby declare that this is my original work, is not plagiarised and has not been submitted any other institution for any award.

Student's name, Signature and Date

This signed Declaration should appear on a fresh page.

4.4 Dedication

This is a brief, optional statement which pays tribute to someone who is or has been of special significance in your life - often a family member.

4.5 Acknowledgements

It is polite to acknowledge support that has been received during the writing up of the report or project. However, it is not expected though that you acknowledge your editor or people who have assisted in a minor way or people who have given general advice. It is customary to mention your faculty supervisor, any financial assistance that has been given, any special facilities that have been provided by an organization, university or research institution (e.g. use of software, computers, etc).

4.6 Table of Contents

The Table of Contents shall start on a fresh page and shall follow the title and subtitles as they appear chronologically in the work.

4.7 List of Tables

A list of tables shall appear on the page after the contents in which all the tables that are used in the report are listed.

4.8 List of Figures

A list of figures shall be provided either on the same page or a fresh page as the list of tables depending on available space.

4.9 List of Appendices

A list of appendices shall also appear on the same page or (on a fresh page as need may arise) as the tables and figures, provided there is adequate space.

4.10 List acronyms and abbreviations

Avoid jargon and abbreviations that are not in common use in the field, or which have not been defined. Any acronym or technical term should be defined in alphabetical order in a glossary or in a list of terms.

5.0 BODY OF THE RESEARCH DOCUMENT

5.1 Structure of a Research Document

This shall be a basic guideline for organizing the main body of the research documents:

1. General Introduction
2. Literature Review
3. Research Methodology
4. Data Analysis, Presentation and Interpretation of Results
5. Discussion of Results
6. Conclusions and Recommendations
 - List of References/Bibliography
 - Appendices

NOTE:

1. Depending on the understanding between the supervisor and the student, the discussion of findings can either be included in the Presentation of findings or in the Conclusion chapter.
2. The structure above highlights the basic/standard UCU format of presentation. However, due to disciplinary differences, breakdown of the chapters may vary from discipline to discipline. The variation in the breakdown should be made known to the SRPGS.
3. Whatever variation selected, the supervisor and the Faculty shall ensure that all the content in the structure above is clearly captured.

5.2 The Main Body (Pages numbered in Arabic Numerals)

Some flexibility is accorded to the student in organising the content of the document into chapters. For instance, some students may find it more useful to combine the Research Problem and the Literature Review. Other students may wish to split

Presentation and Analysis of Data into two chapters; while others may wish to combine Analysis of Data and Discussion of Results. The specific organisation should be done in consultation with the faculty advisor. The overriding principle is that the research report should unfold in a logical and comprehensive manner.

5.3 General Introduction

This chapter discusses the background to the problem as well as the reasons and rationale for the proposed research effort. The reader should come away from this discussion with a clear understanding of why this research effort is significant and the research problem being investigated. The following is an example of the possible outlay of the Introduction as it could appear in the Table of Contents. Bear in mind that this format is not cast in stone and can be modified according to the specific study.

- Introduction
- Background to the Study
- Problem Statement
- Objectives of the study
- Research Questions to be Investigated/Hypotheses
- Rationale/Justification of the study
- Significance of the study
- Scope of the study
- Conceptual/Theoretical Framework
- Summary of Chapters of the Research Report
- Conclusion

5.3.1 Background to the study

The section shall involve historical, conceptual, contextual, and theoretical background to the study.

5.3.2 Problem Statement

It is vital to provide a clear and comprehensive definition and introduction to the research problem. The central research problem shall be presented in the form of a statement or a question or both. The question or statement of the problem helps to inform the reader about the substance of the research problem.

When the problem is expressed in the form of a *statement*, it expresses the need for research in a designated area and proposes to investigate or recommend solutions to the problem that has been identified.

If the research problem is presented as a question then it is fairly broad, philosophical and open to interpretation. It contains the central idea of the research, but also encourages the reader to embrace the breadth and scope of the problem.

5.3.3 Objectives of the study

This section shall state the main and specific objectives of the study in single sentence form. In general, it is sufficient to state between two and five specific objectives.

5.3.4 Research Questions / Hypotheses

This section shall include either the guiding research questions of the investigation or the hypothesis to be tested depending on the discipline within which the research falls or the methodological requirements selected to be used in the study.

- **Research Questions**

Research Questions work best when you present a project that primarily searches for general, descriptive, and extensive information rather than for precise, detailed analysis. An example might be:

“What are the critical success factors for brand management in the airline industry?”

This is an open- ended question that allows for divergence of thought and investigation.

Research questions shall be very precise. They shall specifically outline the purpose of your investigation and communicate what you expect to gain from the research. It is important to offer original, creative and precise assertions that are not *vague*, *obvious* and *ambiguous*, as these would only render your study irrelevant. For example, the following is an example of a bad proposition because it is so obvious:

“Legislation which bans smoking in public places will reduce the prevalence of lung disease.”

It is important not to confuse the Research Problem with the Research Question. The Research Problem is the axis around which your entire project revolves and is explained fully in the Introduction to the project. Without a research problem there is no research. Your objective is to be able to state this Research Problem early on in your report with absolute clarity and you should present it in unambiguous terms. It is with this clear statement of the problem that your research begins. The Research Question is merely one of the ways in which the problem can be presented.

- **Hypotheses**

Hypotheses suggest that rigorous statistical testing will be applied during the analysis. Hypotheses are specific, inductive predictions that should be made when the research entails inferential statistical testing. Hypotheses are always quantitative by nature, i.e. based on numbers and statistical description and inferences drawn from the data.

Hypotheses are included in the research document when the methodology involves data capture and analysis that requires statistical testing which in turn demonstrates significant or non-significant results. These results would then be stated in the Research Report in the form of both a *null Hypothesis* and an *alternative Hypothesis*.

The following example demonstrates the difference between these two:

“The *null Hypothesis* states that there is *no difference* in the stress levels of workers in organisations of different sizes. “

“The *alternative Hypothesis* states that there *is* a difference of stress levels of workers in organisations of different sizes.”

The *null Hypothesis* always states the converse of the *alternative Hypotheses*. They shall be mutually exclusive and exhaustive.

Note: In some studies, instead of research questions or hypothesis, propositions shall be used.

- **Propositions**

Propositions are statements that depict what you expect to deduce from your investigation. Propositions are cited when the research is either quantitative or qualitative. A quantitative Proposition is usually phrased in the same way as a Hypothesis. Quantitative research is more specific, more mathematical and less language orientated. The following is an example of a *quantitative* proposition:

“The gender of managers does not influence their effectiveness.”

In Qualitative research, proposition tend to be brief and well-defined. Here are a few examples of *qualitative* Propositions:

“Perceived risks that are associated with the purchase of *services* are different from those that are perceived to be associated with the purchase of *goods*.”

“Critical success factors for stress minimisation in the catering industry involve working hours, adherence to safety regulations, and customer behaviour.’

Your research would then seek to find support for these statements, but the findings may not be based on statistical tests.

In general, it is sufficient to state between two and five Hypotheses, Propositions or Research Questions.

5.3.5 Rationale / Justification of the Research

The section shall state the reason(s) why the study was undertaken; they should be convincing but brief enough for the reader to understand.

5.3.6 Significance of the study

This section shall present the importance of the study to the field within which it falls or the particular problem that it set out to solve or the policy that it is addressing. It should state the major contribution that the study is making to the field of knowledge.

5.3.7 Scope of the study

This section shall indicate the geographical, time and discipline content of the study.

5.3.8 Conceptual/Theoretical Framework

This section shall present the conceptual framework that was generated to guide the study indicating and explaining the variables that were used in collecting and analysing data. If the study used a theoretical framework this section should explain the theory(ies) that was/were applied and their relation to the investigation and how they guided the research.

5.4 Literature Review

The Literature Review shall present a discussion of the relevant literature that guided the research. It shall highlight the theoretical, empirical literature, and the gap(s) in the literature which the study set out to address.

5.4.1 Theoretical Literature Review

In this section it is necessary to *demonstrate the application of the theory to the problem rather than to convey a mere description and reiteration of the theory itself*. The discussion should include a critical analysis and discussion of all documents, articles, and other references that relate directly to the problem under investigation. You might think of a critical analysis as drawing attention to *differences and similarities* between varying opinions and findings about your research topic. A student shall not just reproduce the theoretical literature but rather make a critical analysis and observations arising from the review.

5.4.2 Empirical Literature Review

This section shall present the review of empirical studies that have been conducted in relation to the topic or objectives of the study. The focus shall be on the approaches, the analysis, findings and conclusions from the previous studies. A student shall not just reproduce the empirical literature but rather make a critical analysis and observations arising from the review.

Note: For Master's and PhD research, empirical review may result into generation of a research hypothesis.

5.5 Research Methodology

The methodology section shall discuss and describe in detail the methods, tools, techniques and procedures that were employed in executing the research. The discussion should pay attention to the issues of the reliability and validity of the methods and the results or findings of the study.

The methodology should be presented in way that permits other investigators to replicate the study and come to the same findings and conclusions. It is helpful to divide the discussion into subsections as follows:

- Research design

- Area of study
- Sources of Information
- Population and sampling techniques
- Variables definitions and Measurement levels (where necessary)
- Procedure for data collection
- Data collection instruments
- Quality/Error control
- Data processing and analysis
- Ethical considerations
- Methodological constraints

5.5.1 Research design

This section shall explain the design of the investigation following the conventional styles including the rationale of using a particular design. For example in quantitative studies, the student may select: a) a descriptive design (e.g. cross-sectional, etc), b) experimental design, c) exploratory design, and d) comparative research designs. For qualitative studies, the student may select from: a) case study, b) ethnographical design, c) phenomenological design, and d) grounded theory design, among others.

5.5.2 Area of study

For studies that may require correction of data from a specific geographical area, a detailed description of the areas of study is necessary to provide the demarcation of the study. This also shall be accompanied with a rationale for the selection of the particular area of study in relation to the study problem.

5.5.3 Sources of Information

This section shall describe the source of primary or secondary data used by the study.

5.5.4 Population and sampling techniques

A student shall provide a full description of the population and sampling techniques used to select the sample. For Quantitative studies, the selection shall come from probability sampling techniques (e.g. random, systematic, stratified, cluster and multi-stage sampling). For Qualitative studies, a student may select from non-probability sampling techniques (purposive/judgmental, snowballing, quota, etc).

5.5.5 Variables definitions and measurements

A student shall properly define the dependent and independent variables generated and used in the study. The definition of variables shall be accompanied by the rationale for and how they were used and level of measurement. The level of measurement shall include whether the variable (s) used were ratio, interval, ordinal or nominal.

5.5.6 Procedure for data collection

A student shall describe the procedure used in the data collection process. This shall involve step by step explanation of how the data collection process took place.

5.5.7 Data collection instruments

A student shall present and explain the research tools that were used in collecting the data for instance questionnaires, interview guide, observation checklist or focus group discussions, laboratory and field equipment, etc.

5.5.8 Quality/Error Control

A student shall provide a brief discussion on the reliability and validity of the instruments or techniques that are used during the Research Methodology. The means of gathering the data shall also be recorded. In descriptive research designs, the reliability and validity of the instruments shall be explained whereas in experimental

research designs, issues of external and internal reliability and validity mechanisms shall be explained. In Qualitative studies, the reliability and validity of tools and arguments shall be explained.

In case of pilot studies for pre-testing of research tools, a student shall explain all the procedures followed and the improvements made on the tools, laboratory and field equipment.

5.5.10 Data processing and analysis

The methods of data analysis shall be explained and justified. This explanation shall include details on how the Hypotheses or Propositions were tested, or shall explain how the Research Questions were answered. This section shall also involve how data was cleaned and organized for analysis. If data and statistical software (SPSS, Stata, Nvivo, hyperResearch, etc) were used, their explanation should be captured under this section

5.5.11 Ethical considerations

A student shall explain all ethical principles in applying the methodology during the research. This shall also include the issues of confidentiality, consent, assent, anonymity, integrity and benevolence during the research process. The ethical challenges encountered and how they were overcome may also be presented.

5.5.12 Methodological constraints

A student shall explain the limits and weaknesses of the methods and tools employed in the research and how they affected the findings.

5.6 Data Analysis, Presentation and Interpretation of Findings

Data analysis, presentation and interpretation shall be guided by the research objectives. The section shall also present the characteristics of respondents.

Depending on the objective of the study, data analysis shall be either descriptive analysis, inferential analysis or both. Descriptive statistics provide simple summaries about the sample characteristics or variables used, using either graphics, figures or tables. Inferential statistics investigate questions, models and hypotheses. In many cases, the conclusions from inferential statistics extend beyond the immediate data alone. These include measures of association (e.g Chi-Square tests, correlation analysis), measures of difference between or among groups (e.g T-Test, Anova, Ancova) and multivariate analysis (e.g regression, discriminant analysis, factor analysis). Appropriate data analysis techniques for each field of study shall be used. Engineering design is expected to follow approved codes, manuals, and texts.

5.7 Discussion of Findings

A student shall clarify the results of the investigation, compare and contrast them with existing reviewed theory(ies) and empirical findings as discussed in the previous chapters. A student then relates the findings to prior assumptions and expectations and describe the extent to which these either support or refute his/her own offered Propositions.

5.8 Conclusions and Recommendations

In line with the study objectives or research questions/hypothesis/propositions, a student shall draw conclusions from the study findings. The conclusions shall be ONLY those derived from the study findings. In line with the study conclusions, recommendations shall be made. The recommendations shall be ONLY those derived from the study conclusions. This chapter shall also highlight limitations of the study and suggestions for further research.

6.0 SUPERVISION AND EXAMINATION PROCESS

6.1 Overview of the Supervision and Examination Process

This process shall involve the following steps:-

a. Supervisor allocation and appointment

- At postgraduate level, the supervisor (s) shall be proposed by the Faculty, and approved and appointed by the SRPGS.
- At Bachelor's level, the supervisor shall be selected by the Department. The Department shall submit the selected supervisors, their allocation quotas for record, quality control and oversight purposes.
- At PhD level, a supervisor shall be appointed for the duration of the research subject to review by the SRPGS where need may arise.
- At Master's level, all supervisors shall be appointed for a period of one year renewable upon satisfactory progress.
- At Bachelor's level, a supervisor shall be required to complete the research supervision within a period of six months from the date of allocation.

b) Payment for supervision

At postgraduate level,

- Payment shall be made twice a year at 6 months interval
- To qualify for payment, progress reports shall be filed every three months by the supervisor to the SRPGS (for confirmation) through the programme coordinator.
- If no progress is being registered halfway through the year, the supervisor shall inform the program coordinator and SRPGS in writing for further action.

- No supervisor shall continue to supervise a student beyond the minimum duration of the programme unless the student has registered for the continuation.

c) Submission of Research Document

- Upon satisfaction by the supervisor with student's work, he/she shall sign the submission form together with the student and submit it to the SRPGS through the Faculty.
- At postgraduate level, research documents that are passed and qualified by internal examiner(s), and the relevant University departments shall be submitted for external examination
- A doctoral candidate shall submit four (4) spiral bound copies of the thesis for examination to the Faculty/School of Research and Postgraduate Studies. These copies shall be accompanied by a softcopy of the research document.
- A master's candidate shall submit three (3) spiral bound copies of the dissertation for examination to the SRPGS through the Faculty. These copies shall be accompanied by a softcopy of the research document.
- A bachelor's candidate shall submit at least three (3) hard cover bound copies of the research document, to the Faculty through the supervisor.

6.2 Progress reports

Postgraduate candidates and their academic advisors/supervisors shall submit progress reports on their research work for purposes of capturing progress of students follows:

- Using the official supervision forms provided by the SRPGS
- For doctoral candidates, the reports shall be submitted every six months
- For Master's candidates, the reports shall be submitted every three months

6.3 Notice to Submit Report for Examination

Postgraduate students shall submit a notice of submission to the SRPGS through the Faculty three months prior to the date of submission. This is to facilitate administrative selection of the external examiners and other arrangements.

6.4 Examination of Research Document

Once a candidate gives notice of submission, the Department/Faculty shall then proceed to nominate examiners

- A master's dissertation shall have:
 - a) the candidate's supervisor, who shall serve as first internal examiner
 - b) a second internal examiner from within the Faculty or Department
 - c) an external examiner

- A doctoral thesis shall have:
 - a) the candidate's supervisor, who shall serve as first internal examiner
 - b) a second internal examiner from within the Faculty or Department
 - c) one external examiner

Note:

- a. Undergraduate dissertations will be marked by the candidate's supervisor, who will serve as the first examiner.
- b. For Faculties that shall use another internal examiner other than the student's supervisor, they shall engage one provided their resources allow. This examiner shall examine the work within a period of one (1) month.
- c. Where a supervisor shall engage as a first internal examiner, he/she shall submit the grades at the time of submitting the research document.

6.5 External Examination Procedure

External examiners shall be given a maximum of two (2) months within which to grade and submit marks for the dissertation. In addition, each examiner will write a comprehensive report on the dissertation.

Examiners for the Theses shall be given a maximum period of three (3) months within which to mark/assess the Theses. At doctoral level no mark shall be awarded. A written report of about three to four pages shall be required in the assessment.

Note: a) Examiners for undergraduate dissertations shall be expected to mark each dissertation within a period of (2) two weeks.

b) Grades for undergraduate reports/dissertations should be submitted in good time for graduation.

6.6 Things the Examiners Look For

Thesis examiners should note the following as they use these guidelines:

- not every dissertation/thesis may have six chapters
- not every dissertation has the proposal as its first three chapters
- A student shall be eligible for viva voce examinations upon favourable evaluation of at least one internal and an external examiner. If only two examiners are involved but there is a significant divergence of opinion between them, additional examiners and/or an arbitrator may be appointed to help reach a consensus.

In the process of assessing dissertations/theses, examiners are asked to give emphasis to the following:

- 1) Use of relevant literature by the candidate
- 2) Original contribution to knowledge - especially for doctoral candidates
- 3) Data presentation. Is there sufficient data to back up the conclusion

- 4) Mature and logical flow of ideas
- 5) Good language and expression of ideas/concepts
- 6) Methodology of data collection. Did the candidate use appropriate methods of data collection?

6.7 Examination Format

The School of Research and Postgraduate Studies requires critical and comprehensive review of the dissertation/thesis. Depending on the nature of research, the examiner's report should be compiled using the following format:

1) Overall structure and presentation	5%
2) Chapter One: Introduction	15%
3) Chapter Two: Literature Review	20%
4) Chapter Three: Methodology	10%
5) Chapter Four: Presentation and Analysis of Data	20%
6) Chapter Five: Discussion of Results	20%
7) Chapter Six: Conclusion (and Recommendation)	10%
8) References and Appendices	5%
TOTAL	<u>100%</u>

In awarding marks up the indicated maximums (the overall pass mark being 60% for Masters and 70% for Doctoral Theses), the examiner should progressively consider the following:

- 1) *Overall structure and presentation.* The order and correctness of construction, with special attention the conciseness and fullness of the Abstract.
- 2) *Introduction.* The clarity of articulation, especially of the research problem, the purpose and objectives of the study, the research question(s) or hypothesis (/es), and the theoretical/conceptual framework.
- 3) *Literature Review.* Whether or not the researcher has presented substantial, selective, balanced comprehensive and evaluative literature review.
- 4) *Methodology.* The appropriateness or inadequacy of the specified methodology in addressing the research problem and realizing the stated objectives.

- 5) *Presentation and Analysis of Data*. Whether or not the data has been presented in a systematic and orderly fashion that enhances the analysis.
- 6) *Discussion of Results*. How the trends that emerge from the data analysis are interpreted and integrated into a final research statement.
- 7) *Conclusion (and Recommendation)*. (a) How the findings of the research are brought together, with an indication of whether or not the research question has been sufficiently addressed, the objectives achieved, the research question answered/the hypothesis confirmed, and if the chosen methodology was adequate for the research task. (b) The extent and relevance of the specified Recommendations.
- 8) *References and Appendices*. The order and correctness of the references and appendices, with special attention to the referencing and bibliographic style.

In addition to the above, the examiner will be required to indicate whether the work:

- a) can be awarded a degree in its present form.
- b) needs minor correction and revisions after which a degree can be awarded. These should be pointed out in detail.
- c) requires major revisions and fresh submissions for examination.
- d) is not acceptable for award of a senior degree.

In the case of (b) above, the examiner should indicate whether the revised version needs to be only finalized to the satisfaction of the supervisor.

6.8 Corrections/Revision and Final Evaluation

- 1) The examiner is required to indicate exactly what corrections are necessary or whether the dissertation/thesis needs to be revised. If the Report needs extensive corrections or revision, these should be set out and the affected paragraphs indicated. And even if it is only minor corrections that are required, they should be so indicated.

- 2) He/she should state clearly whether the Report makes an original contribution to the existing fund of knowledge. For the Doctoral Thesis the contribution should be significant.
- 3) Both the Internal and External examiners highlight the points that they feel the Viva Voce panel should be aware of, and the kind of questions that should be put to the researcher.
- 4) He/she should state frankly and unequivocally whether the Report
 - is worthy of the degree award in the present form;
 - is worthy of the degree award after minor corrections indicated in 6.7 (1) have been corrected to the satisfaction of an Internal Examiner;
 - it shall be revised according to the suggestions spelt out in 6.7 (1) and resubmitted for examination;
 - is not worthy of the award.

6.9 Routing of Dissertations/Theses and Examiners' Reports

The dissertation/theses are sent to the examiners by the School of Research and Postgraduate Studies. The examiners' reports should be sent directly to the Dean of the School.

6.10 Viva Voce Examination/Oral Defence

The viva voce or oral examination team should/will be composed of the:

1. Dean - School of Research and Postgraduate Studies (or representative as Chair)
2. Dean of Faculty of the candidate
3. Head of Department
4. One or two representatives of the supervisors
5. An expert in the field nominated by the Faculty/Department

6.11 Presentation of Oral Defence

Oral defence should be presented in a structured manner. It is recommended that candidates prepare power point slides which should be presented within 15 minutes for Masters' and 45 minutes for the Doctoral candidates.

Depending on the nature of research the presentation should include the following areas:

- Study background
- Problem statement
- Objectives/research questions
- Methodology,
- Results and discussion
- Conclusions and recommendations

Skype Oral exams

A student, who due to work or other circumstances is out of the country, or medically indisposed (to be verified and recommended by UCU director medical services as is the case for aegrotat) may be orally examined using skype or any other technologically appropriate media. The student and the examiners shall ensure that the connectivity and the facilities are good enough for examination using such media.

6.12 Eligible for viva voce examinations

A student shall be eligible for viva voce examinations upon favourable evaluation of at least one internal and an external examiner. If only two examiners are involved but there is a significant divergence of opinion between them, additional examiners and/or an arbitrator may be appointed to help reach a consensus.

When all the examiners' reports are in and at least two of them are favourable, including that of the external examiner, and only minor corrections are required, the

viva voce examinations should be conducted with an advance notice of 2-4 weeks to enable the candidate and the examiners to read the thesis in preparation.

Where the examiners' reports are unfavourable and the thesis requires major revisions, the student shall be required to either:

- Revise the work before viva voce examinations, OR
- Fail and resubmit the thesis for re-examination, OR
- Fail and discontinue

However, where there is a major divergence in examiners' reports, the SRPGS, through the Dean, shall discuss the fate of the student before a recommendation about the appropriate action to be taken is sent to the Graduate Board.

6.13 Viva voce panel

The viva voce panel shall consist of six members including a Chair who shall normally be the Dean of SRPGS (or his/her representative). The other five members shall consist of the main supervisor, a co-supervisor (mainly for Doctoral thesis), 1 or 2 examiners from outside the student's department (mainly for Doctoral thesis), 1 or 2 examiners from the faculty of the student. Four members, including the Chair will form a quorum. Supervisors are not allowed to vote or score the candidate.

Doctoral Candidates will be allowed 30-45 minutes for presentation followed by 2-3 hours of discussion. The public may attend.

After words, the viva panel meets in a closed session to assess the candidate's performance. The panellists evaluate the presentation, thesis and the response to the questions, and give a percentage mark using a sample score/grading guide given in the appendix. The report of the viva voce panel shall include the membership and the recommendations and should be signed by the panelists that attended.

The viva voce exam is independent of the verdict of the thesis already given and shall be passed independently. It may be redone once upon recommendation to the SRPGS by the viva voce panel.

6.14 Final Submission

Once all the regulatory requirements have been completed to the satisfaction of the Dean SRPGS, the candidate will submit four (4) copies of the dissertation/thesis in hard bind to the Dean SRPGS.

6.15 Useful Guidelines for Assessment and Marks Allocation for Dissertations and Doctoral Theses

1. Overall structure and presentation 5%

Key Questions

- Do fonts and font sizes match?
- Is line spacing and margins consistent?
- Are headings consistent in capitalization and lower case?
- Does the cover page and introductory matter conform to style?
- Does the abstract contain a purpose, objectives, method and findings that are aligned with the rest of the paper (not exceeding 300 words)?
- Is grammar, punctuation and word choice accurate?

Exemplary (5) Competent (3-4) Needs Improvement (1-2) Rejected (0)

2. Chapter One: Introduction 15%

Key Questions

- Does the background section go sufficiently from broad to narrow on the topic?
- Does the background section make a case for the problem statement?
- Are concepts defined?

- Does the problem statement clearly state the problem and the awareness of the gap in scholarly knowledge that the research is intended to fill?
- Is the purpose clearly stated with objectives that support the purpose and that go beyond “study” to higher-level research (analysis, etc.)?
- Is the purpose aligned to the research problem, question and/or hypothesis?
- Is there a primary research question with aligned questions supporting it?
- Is there clarity of difference between justification and significance?
- Does content reflect quality organization and flow?
- Is grammar, punctuation and word choice accurate?
- Is all content related to the topic?
- Is this section devoid of plagiarism?
- Is the scope clearly defined?
- Is conceptual or theoretical framework given?
- Is there a chapter synopsis?

___ Exemplary (14-15) ___ Competent (12-13) ___Needs Improvement (8-11) ___
Rejected (0-7)

3. Chapter Two: Literature Review 20%

Key Questions

- Are there a minimum of 30 quality references?
- Is there evidence of quoting original sources vs. sources within prior research?
- Is there a balance of source types (i.e. data and prior research)?
- Is there a balance of sources (i.e. evidence that more than one source drives this section)?
- Is the student engaging with the literature and analysing it, rather than showing what he/she has read?
- Do the sources align with the topic, purpose, research questions and objectives?

- Are there references missing that should be included to better support the objectives and purpose?
- Are there transitions within paragraphs and from paragraph to paragraph to facilitate readability and coherence?
- Is all content related to the topic?
- Is there appropriate grammar, punctuation and word choice?
- Is attribution style followed for style and plagiarism avoidance?
- Is the literature up to date? (Depends on different faculties and the research being done)
- Are the key authorities included in the references?
- Is the research gap clear and articulate?
- Is the flow of information logical?
- Does the review of literature indicate the gap(s) to show the contribution of study?

___ Exemplary (18-20) ___ Competent (14-17) ___ Needs Improvement (9-13) ___
Rejected (0-8)

4. Chapter Three: Methodology

10%

Key Questions

- Does the paper reflect methodology aligned with the research?
- Is the methodology appropriate?
- Was the chosen methodology adequate for the research task?
- Has the student used appropriate methods (i.e. aligned with the methodology chosen)?
- Is study design and rationale appropriate?
- Is the cohort chosen adequately representative of a sample?
- Is the target population appropriate?
- Is sample size determination described?
- Is the sampling procedures described?

- Is the inclusion and exclusion criteria clearly stated?
- Are the ethical considerations during data collection considered?
- Is the reliability and validity of the research tools guaranteed?
- Is the data analysis process clearly described?
- Is there consistency in the methodology described?
- Are grammar and punctuation accurate?

__ Exemplary (9-10) __ Competent (7-8) ___ Needs Improvement (4-5) __ Rejected (0-3)

5. Chapter Four: Presentation and Analysis of Data **20%**

Key Questions

- Has the data been presented in a systematic and orderly fashion that enhances the analysis?
- Is the text coherent and devoid of grammar, spelling and punctuation errors?
- Does the chapter reflect the methods used?
- Are results consistent with the study objectives?
- Results from different categories of participants/respondents presented?

__ Exemplary (18-20) __ Competent (14-17) ___ Needs Improvement (9-13) __ Rejected (0-8)

6. Chapter Five: Discussion of Results **15%**

Key Questions

- Have the results been discussed in relation to body of knowledge, controversies, and discoveries?
- Has the research done what it was designed to do?
- Does the discussion acknowledge limitations?
- Has the researcher referred back or linked to other findings?
- Are they properly interpreted and integrated into the final research statement?
- Are variables appropriately presented?

- Does the research point out obstacles and gaps?
- Is the text coherent and devoid of grammar, spelling and punctuation errors?

__ Exemplary (14-15) __ Competent (12-13) ___Needs Improvement (8-11) __
Rejected (0-7)

7. Chapter Six: Conclusions (and Recommendations) 10%

Key Questions

- Does the conclusion fit with what the researcher set out to do?
- Has the research question been sufficiently addressed?
- Have objectives been achieved?
- If used, is the hypothesis/es confirmed?
- Are the recommendations relevant?
- Do the recommendations have potential of impact?
- Is the conclusion delivered from the work done?
- Are there any limitations?
- Are there recommendations for further research (if any)?
- Are the recommendations emerging from the findings?

Is the text coherent and devoid of grammar, spelling and punctuation errors?
__ Exemplary (9-10) __ Competent (7-8) ___Needs Improvement (4-6) __ Rejected
(0-3)

8. References and Appendices 5%

Key Questions

- Do references reflect adequate reading on the subject of research?
- Are references in alphabetical order?
- Is the proper style (APA, MLA, Harvard, Chicago, etc.) followed?
- Do the appendices contain proper attribution and support the dissertation content?
- Is there appendix content missing that would make this stronger?

- Is the majority of literature 10 years and below?
- Are the sources, categorised under journals, books, websites, etc.
- Are all references cited in the text?
- Are the research tools included in details as appendices?

___ Exemplary (5) ___ Competent (3-4) ___Needs Improvement (1-2) ___ Rejected (0)

7.0 APPENDICES

7.1 Appendix A: Example of a Title Page

BAYESIAN ANALYSIS OF LONG TERM MEMORY IN JSE INDICES USING ARFIMA MODELS

Uzziah Maate Kiriaghe

**A DISSERTATION SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF
MASTER OF COUNSELING PSYCHOLOGY
OF UGANDA CHRISTIAN UNIVERSITY**

Mukono, Uganda

June 2017

7.2 Appendix B: Example of APA Style

Source: <http://owl.english.purdue.edu/owl/resource/560/01/>
www.ecu.edu/cs-dhs/laupuslibrary/upload/apa_style_guide_6th_ed_oct09.pdf

APA Style

This handout is based on the 6th edition of the *Publication Manual of the American Psychological Association* (APA), but is not a comprehensive guide. For all rules and requirements of APA citations, please consult the 6th edition of the *Publication Manual of the American Psychological Association*.

APA requires that information be cited in 2 different ways—within the text and in a reference list at the end of the paper. The reference list should be on a new page, double spaced, and use the hanging indent method (all lines after the first one are indented).

See also:

Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.

Concise Rules of APA Style, 6th ed. Washington, DC: American Psychological Association, 2010.

CITATIONS IN THE TEXT:

APA uses the author-date method of citation. The last name of the author and the date of publication are inserted in the text in the appropriate place.

When referencing or summarizing a source, provide the author and year. When quoting or summarizing a particular passage, include the specific page or paragraph number, as well.

When quoting in your paper, if a direct quote is **less** than 40 words, incorporate it into your text and use quotation marks. If a direct quote is **more** than 40 words, make the quotation a free-standing indented block of text and **DO NOT** use quotation marks.

Work by one author:

In one developmental study (Smith, 1990), children learned... OR

In the study by Smith (1990), primary school children... OR

In 1990, Smith's study of primary school children...

Works by multiple authors:

When a work has 2 authors cite both names every time you reference the work in the text. When a work has three to five authors cite all the author names the first time the reference occurs and then subsequently include only the first author followed by et al. For example:

First citation: Masserton, Slonowski, and Slowinski (1989) state that...

Subsequent citations: Masserton et al. (1989) state that...

For 6 or more authors, cite only the name of the first author followed by et al. and the year.

Works by no identified author:

When a resource has no named author, cite the first few words of the reference entry (usually the title). Use double quotation marks around the title of an article, chapter, or Web page. Italicize the title of a periodical, book, brochure, or report.

For example:

The site seemed to indicate support for homeopathic drugs ("Medical Miracles," 2009).

The brochure argues for homeschooling (*Education Reform*, 2007).

Treat reference to legal materials such as court cases, statutes, and legislation like works with no author.

Two or more works in the same parenthetical citation:

Citations of two or more works in the same parentheses should be listed in the order they appear in the reference list (i.e., alphabetically, then chronologically).

Several studies (Jones & Powell, 1993; Peterson, 1995, 1998; Smith, 1990) suggest that...

Specific parts of a source

Always give the page number for quotations or to indicate information from a specific table, chart, chapter, graph, or page. The word page is abbreviated but not chapter. For example:

The painting was assumed to be by Matisse (Powell, 1989, Chapter 6), but later analysis showed it to be a forgery (Murphy, 1999, p. 85).

If, as in the instance of online material, the source has neither visible paragraph nor page numbers, cite the heading and the number of the paragraph following it. This allows the reader to locate the text in the source. For example:

The patient wrote that she was unimpressed by the doctor's bedside manner (Smith, 2006, Hospital Experiences section, para. 2).

CITATIONS IN A REFERENCE LIST:

In general, references should contain the author name, publication date, title, and publication information. Include the issue number if the journal is paginated by issue.

For information obtained electronically or online include the DOI:

DOI - a unique alphanumeric string assigned to identify content and provide a persistent link to its location on the internet. The **DOI** is typically located on the first page of the electronic journal article near the copyright notice. When a DOI is used in your citation, no other retrieval information is needed. Use this format for the DOI in references: doi:xxxxxxx

If no DOI has been assigned to the content, provide the home page URL of the journal or of the book or report publisher. Do not insert a hyphen if you need to break a URL across lines; do not add a period after a URL, to prevent the impression that the period is part of the URL.

In general, it is not necessary to include database information. Do not include retrieval dates unless the source material has changed over time.

Book:

Strunk, W., Jr., & White, E. B. (1979). *The guide to everything and then some more stuff*.

New York, NY: Macmillan.

Gregory, G., & Parry, T. (2006). *Designing brain-compatible learning* (3rd ed.). Thousand Oaks, CA: Corwin.

Chapter of a Book:

Bergquist, J. M. (1992). German Americans. In J. D. Buenker & L. A. Ratner (Eds.), *Multiculturalism in the United States: A comparative guide to acculturation and ethnicity* (pp. 53-76). New York, NY: Greenwood.

Journal Article with DOI:

Paivio, A. (1975). Perceptual comparisons through the mind's eye. *Memory & Cognition*, 3, 635-647. doi:10.1037/0278-6133.24.2.225

Journal Article without DOI (when DOI is not available):

Becker, L. J., & Seligman, C. (1981). Welcome to the energy crisis. *Journal of Social Issues*, 37(2), 1-7.

Hamfi, A. G. (1981). The funny nature of dogs. *E-journal of Applied Psychology*, 2(2), 38

-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/fdo>

Online Newspaper Articles:

Becker, E. (2001, August 27). Prairie farmers reap conservation's rewards. *The New York Times*. Retrieved from <http://www.nytimes.com>

Encyclopedia Articles:

Brislin, R. W. (1984). Cross-cultural psychology. In R. J. Corsini (Ed.), *Encyclopedia of psychology* (Vol. 1, pp. 319-327). New York, NY: Wiley.

Developmental genetics. (2005). In *Cambridge encyclopedia of child development*. Retrieved from http://0-www.credoreference.com.library.muhlenberg.edu:80/entry/cupchilddev/developmental_genetics

Technical and Research Reports (often with corporate authors)

Hershey Foods Corporation. (2001, March 15). *2001 Annual Report*. Retrieved from <http://www.hersheysannualreport.com/2000/index.htm>

Book Reviews:

Dent-Read, C., & Zukow-Goldring, P. (2001). Is modeling knowing? [Review of the book *Models of cognitive development*, by K. Richardson]. *American Journal of Psychology*, 114, 126-133.

NOTE: For articles that have a DOI, see Journal Article with DOI example.

Data Sets:

Simmons Market Research Bureau. (2000). *Simmons national consumer survey* [Data file].

New York, NY: Author.

Blog post:

Lincoln, D. S. (2009, January 23). The likeness and sameness of the ones in the middle.

[Web log post]. Retrieved from

<http://www.blogspot.com/lincolnworld/2009/1/23.php>

Website with no author or date of publication:

Census data revisited. (n.d.). Retrieved March 9, 2009, from Harvard, Psychology of

Population website, <http://harvard.edu/data/index.php>

Do not include retrieval dates unless the source material may change over time. If no DOI has been assigned to the content, provide the homepage URL.

Reprint from Another Source:

Citation in the text:

(Newton, 1998/1999).

Reference List Citation:

Newton, W. (1999). Return to Mars. In C. Mari (Ed.), *Space Exploration* (pp. 32-41). New York, NY: H.W. Wilson. (Reprinted from *National Geographic*, pp. 2-26, August 1998).

In this example of a reprinted book review, the author of the book is named first, followed by the editor of the reprinting source, then the reviewer. In your parenthetical citation, it is necessary to name the author of the book, while the reviewer is named to distinguish from other reviews of this book

7.3 Appendix C: Sample forms

7.3.1 Form for vetting Proposals



UGANDA CHRISTIAN UNIVERSITY

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School of Research & Postgraduate Studies

Form for vetting Proposals

Name of Student:

.....

Reg. No.

.....

Topic:

.....

.....

.....

S/NO.	SECTIONS	MAXIMUM SCORE	Score Attained
		50	
1	Chapter One: Introduction	20	
2	Chapter Two: Literature Review	15	
3	Chapter Three: Methodology	15	
	TOTAL	50	

Total score attained:

Name of Evaluator:

Signature:

Date:

Detailed guidelines for assessment and marks allocation for Proposals

Chapter One: Introduction

20%

Key Questions

- Does the background section go sufficiently from broad to narrow on the topic?
- Does the background section make a case for the problem statement?
- Are concepts defined?
- Does the problem statement clearly state the problem and the awareness of the gap in scholarly knowledge that the research is intended to fill?
- Is the purpose clearly stated with objectives that support the purpose and that go beyond “study” to higher-level research (analysis, etc.)?
- Is the purpose aligned to the research problem, question and/or hypothesis?
- Is there a primary research question with aligned questions supporting it?
- Is there clarity of difference between justification and significance?
- Does content reflect quality organization and flow?
- Is grammar, punctuation and word choice accurate?
- Is all content related to the topic?
- Is this section devoid of plagiarism?
- Is the scope clearly defined?
- Is conceptual or theoretical framework given?
- Is there a chapter synopsis?

Chapter Two: Literature Review

15%

Key Questions

- Are there a minimum of 30 quality references?
- Is there evidence of quoting original sources vs. sources within prior research?
- Is there a balance of source types (i.e. data and prior research)?
- Is there a balance of sources (i.e. evidence that more than one source drives this section)?
- Is the student engaging with the literature and analysing it, rather than showing what he/she has read?
- Do the sources align with the topic, purpose, research questions and objectives?
- Are there references missing that should be included to better support the objectives and purpose?
- Are there transitions within paragraphs and from paragraph to paragraph to facilitate readability and coherence?
- Is all content related to the topic?
- Is there appropriate grammar, punctuation and word choice?
- Is attribution style followed for style and plagiarism avoidance?
- Is the literature up to date? (Depends on different faculties and the research being done)

- Are the key authorities included in the references?
- Is the research gap clear and articulate?
- Is the flow of information logical?
- Does the review of literature indicate the gap(s) to show the contribution of study?

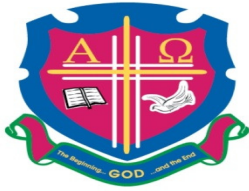
Chapter Three: Methodology

15%

Key Questions

- Does the paper reflect methodology aligned with the research?
- Is the methodology appropriate?
- Was the chosen methodology adequate for the research task?
- Has the student used appropriate methods (i.e. aligned with the methodology chosen)?
- Is study design and rationale appropriate?
- Is the cohort chosen adequately representative of a sample?
- Is the target population appropriate?
- Is sample size determination described?
- Is the sampling procedures described?
- Is the inclusion and exclusion criteria clearly stated?
- Are the ethical considerations during data collection considered?
- Is the reliability and validity of the research tools guaranteed?
- Is the data analysis process clearly described?
- Is there consistency in the methodology described?
- Are grammar and punctuation accurate?

7.3.2 Form for viva grading



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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES
Form for viva grading

Student's Names:Reg No.

Topic:

.....
.....

Oral examination of the Dissertation/ Thesis	Actual Score	Maximum Score
1. Oral presentation The candidate is audible, fluent in oral English language and is able to use appropriate presentations techniques and visual aids (power point)		5
2. Material presented The candidate presents the study background, problem or justification, objectives, methodology, results, discussion, conclusions and recommendations concisely.		10
3. Examination of the Dissertation/Thesis 3.1The candidate is articulate in answering questions from the examiners, shows that he/she is knowledgeable and familiar with the material presented in the thesis. 3.2 The candidate should also demonstrate that he/she is knowledgeable and conversant with the subject studied.		30
4. Others (conclusion etc.....) The candidate is able to evaluate his/her dissertation/thesis and its contribution to the body of knowledge and what it might contribute to the common good in society.		5
TOTAL SCORE		50

Examiner's NAME.....

Examiner's signature

Date.....

7.3.3 Dissertation Correction Compliance form (Post Viva Form)



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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES DISSERTATION CORRECTION COMPLIANCE FORM (POST VIVA FORM)

Date:

Name of Candidate:

Reg.No:

Title of Dissertation:

S/N	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1			Eg. Cover page
2			Page 1, etc corrected
3			
4			
5			

S/N	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1			e.g. Cover page
2			Page 1, etc corrected
3			

S/N	COMMENTS BY VIVA VOCE PANEL	ACTION TAKEN	INDICATOR
1			e.g. Cover page
2			e.g Page 1, etc corrected
3			

Candidate's Name

Signature

Supervisor's Name/ Signature

NB: Post Viva compliance form is designed to capture all the corrections recommended by internal examiner (supervisor), external examiner and viva panel.

7.3.4 Applicants vetting form



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SCHOOL OF RESEARCH AND POSTGRADUATE STUDIES

Applicants vetting form

The Applicants Summary form has been designed to ensure uniformity in capturing the applicants' details for the faculty vetting committee and for eventual submission to the Graduate committee. Also this will ensure that certain applicants' details are not missing. Both the soft copy of the shortlisted applicants and the non-shortlisted applicants (with reasons why) should be submitted to the SRPGS. At the end, append Name, signature(s) and stamp of responsible officer(s)

SN	Applicant's Name(s)	Qualifications (O'level, A'level, Degree, Professional Training, etc)	Experience	Telephone & Email contacts	Recommendation (If not recommended, give reasons why)
1					
2					
3					

7.3.6 Form for Assessment of Dissertation



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SCHOOL OF RESEARCH AND POSTGRADUATE STUDIES FORM FOR ASSESSMENT OF DISSERTATION

The School of Research and Postgraduate Studies requires critical and comprehensive review of the dissertation/thesis. The examiner's report should be compiled using the following format

9) Overall structure and presentation	5%
10) Chapter One: Introduction	15%
11) Chapter Two: Literature Review	20%
12) Chapter Three: Methodology	10%
13) Chapter Four: Presentation and Analysis of Data	20%
14) Chapter Five: Discussion of Results	20%
15) Chapter Six: Conclusions (and Recommendations)	10%
16) References and Appendices	5%
TOTAL	<u>100%</u>

In awarding marks up to the indicated maximums (the overall pass mark being 60%), the examiner should progressively consider the following:

- 9) *Overall structure and presentation.* The order and correctness of construction, with special attention to the conciseness and fullness of the Abstract.
- 10) *Introduction.* The clarity of articulation, especially of the research problem, the purpose and objectives of the study, the research question(s) or hypothesis (/es), and the theoretical/conceptual framework.
- 11) *Literature Review.* Whether or not the researcher has presented substantial, selective, balanced, comprehensive and evaluative literature review.

- 12) *Methodology*. The appropriateness or inadequacy of the specified methodology in addressing the research problem and realizing the stated objectives.
- 13) *Presentation and Analysis of Data*. Whether or not the data has been presented in a systematic and orderly fashion that enhances the analysis.
- 14) *Discussion of Results*. How the trends that emerge from the data analysis are interpreted and integrated into a final research statement.
- 15) *Conclusions (and Recommendation)*. (a) How the findings of the research are brought together, with an indication of whether or not the research question has been sufficiently addressed, the objectives achieved, the research question answered/the hypothesis confirmed, and if the chosen methodology was adequate for the research task. (b) The extent and relevance of the specified Recommendations.
- 16) *References and Appendices*. The order and correctness of the references and appendices, with special attention to the referencing and bibliographic style.

In addition to the above, the examiner will be required to indicate whether the work:

- a) can be awarded a degree in its present form.
- b) needs minor correction and revisions after which a degree can be awarded. These should be pointed out in detail.
- c) requires major revisions and fresh submissions for examination.
- d) is not acceptable for award of a senior degree.

In the case of (b) above, the examiner should indicate whether the revised version needs to be only finalized to the satisfaction of the supervisor.



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7.3.7 Form for Notice of intent to submit

The Head of Department of
Uganda Christian University,

Thru:
The Supervisor

Dear Sir,

RE: NOTICE OF INTENT TO SUBMIT DISSERTATION/THESIS FOR EXAMINATION

I wish to notify your office that we intend to submit our dissertation entitled:
.....

for examination for the award of the degree of PhD/Doctor/Master:
..... of Uganda
Christian University

Name of Candidate:
.....

Signature: Date:
.....

Name of Supervisor:

Signature: Date:

(TO BE FILLED AND SUBMITTED IN TRIPLICATE)



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

School of Research and Postgraduate Studies

7.3.8 Form for Submission of dissertation/thesis for examination

The Dean,
Faculty of

Uganda Christian University,
Thru:
The Supervisor

Dear Sir / Madam,

SUBMISSION OF DISSERTATION/THESIS FOR EXAMINATION

I hereby submit my dissertation/thesis entitled:

for examination for the award of the degree of in
..... of Uganda Christian University.

Name of Candidate:Reg No

Signature:

Date:

Name of Supervisor:

Signature: Date:

(TO BE FILLED AND SUBMITTED IN TRIPLICATE)



UGANDA CHRISTIAN UNIVERSITY

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SCHOOL OF RESEARCH AND POSTGRADUATE STUDIES

7.3.9 Form for regular supervision report

Supervisor's Name: _____

Student's Name: _____ Reg. No: _____

Proposal Concept Approval Date _____ Return Date from Data Collection _____

Session	Material Reviewed e.g Literature Review	Date & Time	Duration of Session	Signatures		Rating
				<u>Student</u>	<u>Supervisor</u>	
1.						
2.						
Research Coordinator's Name: Signature:						
3.						
4.						
Research Coordinator's Name: Signature:						
5.						
6.						
Research Coordinator's Name: Signature:						

.....						
7.						
8.						
Research Coordinator's Name: Signature:						
9.						
10.						
Research Coordinator's Name: Signature:						

Instructions

- Each supervisor will meet with the student twice a month for a total of four hours.
- This tool should be signed by both the supervisor and student each time they meet.
- The supervisor shall deliver this reporting tool to the Faculty Research Coordinator for signing, every month.
- The Faculty Research Coordinator shall write a report to the Dean, School for Research and Postgraduate Studies regarding the student's progress every month.

Progress Rating (By Supervisor)

1. Unsatisfactory 2. Satisfactory 3. Good 4. Very good 5. Excellent

Cc Head of Department

Cc Co-supervisor (if there is one)



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7.3.10 Form for regular supervision report

Supervisor's Name: _____

Student's Name: _____ Reg No: _____

Date of Submission of Work to Supervisor _____

Date of Meeting that Discussed the Work _____

SUPERVISORS COMMENTS ON STUDENT'S WORK AND RECOMMENDATION FOR ACTION

STUDENT'S SIGNATURE

SUPERVISOR'S SIGNATURE

Cc Head of Department

Cc Co-supervisor (if there is one)

7.4 Faculty Uniqueness in Research Format

Some fields of study may require research documents to be formatted in a field-specific format. In this case each Faculty should inform the School of Research and Postgraduate Studies of these requirements

7.4.1 Aspects of differences in Theology research

Some types of non-empirical research which may not follow the prescribed format

- a) Analysis or examination research: Where one analyses or examines an issue, a phenomenon, a practice, an entity, a text, data, a claim or proposal, a thesis, a concept etc.
- b) A comparative research: Where one compares two or more issues, a phenomena, a practice, entities, data, texts, claims or proposals, theses, concepts etc.
- c) A synthesis research: Where one combines two or more proposals, theses, concepts etc.
- d) A strategy research: Where one is designs a strategy for dealing with a problem or issue.
- e) An interpretation research: Where one interprets an issue, a phenomenon, a practice, an entity, a text, data, a claim or proposal, a thesis, a concept etc.
- f) A reflection on practice research: Where one reflects on a practice.
- g) A review research: Where one reviews a book or a set of books.
- h) A discussion research: Where one makes a critical argument for or against a prescribed entity.
- i) A descriptive research: Where one describes a phenomenon, a practice, an entity etc. of interest.

j) A prescriptive research: Where one makes an argument about how things ought to be or how they ought to be viewed etc.

k) An explanatory research. Where one explains a phenomenon, a practice, an entity, a text, data, a claim or proposal, a thesis, a concept etc.

l) An evaluative research. Where one evaluates an issue, a phenomenon, a practice, an entity, a text, data, a claim or proposal, a thesis, a concept etc.

m) A historical research: Where one looks at the history of origin of a phenomenon, a practice, an entity, a text etc.

Structure and assessment for doctoral proposals in Theology	
1. Issue (or Problem/Question)	Clearly isolated and articulated; logical and critically supported arguments; demonstrates wide-ranging knowledge of the issue/problem; extensive reading on the issue/problem; <i>material ordered sequentially; good command of English; flawless citation and referencing</i>
2. Literature review and bibliography	Leading journals in field consulted on subject; book series on field and monographs consulted; comprehensive engagement with relevant literature on the subject giving the current state of research in thesis subject area.
3. Original/Significant Contribution	Clearly articulated. Convincingly demonstrated in relationship to issue/problem and literature review.
4. Methodology	Clearly articulated; wide-ranging knowledge of relevant research method; use of method critically justified.
5. Tentative Outline	Subject, purpose and prospective achievement of each chapter clearly articulated and well argued; ultimate chapter clearly distinguished; relationship between chapters and with ultimate chapter clearly articulated and well argued.

NCHE's guide for doctoral studies

1. Two supervisors to be appointed for a doctoral student. One is the major supervisor; the other is a co-supervisor who is meant to understudy the major supervisor who takes full responsibility for the research supervision;
2. Time given to complete a proposal is 2 and ½ years on registration into the doctoral programme;
3. Time given to complete a thesis is 5 years from registration for Dmin, and 6 years from registration for PhD;
4. The length of a doctoral thesis is 80,000 to 100,000 words;
5. Thesis examined by three independent examiners - one internal and two external who hold a doctoral degree in the area being examined. And for it to attain the pass mark of 70% it shall be deemed worthy of publication in whole or in part.