

# POSTGRADUATE RESEARCH HANDBOOK

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*This document is based upon the previous work of the late Professor Isaac Kigatira who drafted the first edition of the Postgraduate Research Guidelines and the work of Doctor Daryll Stanton who drafted the Procedures for Completion of Master's Theses and Doctoral Dissertations.*

*The present work is a compilation and revision of these two previous documents.  
Grateful appreciation is hereby expressed to these two lecturers for their contributions.*

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## **ABBREVIATIONS AND ACRONYMS**

APA:	American Psychological Association citation style
ANU:	Africa Nazarene University
BOPGS:	Board of Postgraduate Studies
CUE:	Commission for University Education (Kenya)
DVC-Academics:	Deputy Vice Chancellor of Academics
NACOSTI:	National Commission for Science, Technology and Innovation
PGS:	Postgraduate Studies
PGS Panel:	Postgraduate Studies Panel

## PREFACE

This document fulfills several specific Commission of University Education (CUE) guidelines mandating:

- 1) Each institution to clearly articulate the terms thesis/dissertation/project as is applicable to it, providing details on the
  - a) Institution's operational definitions of terms used in the thesis/dissertation/project;
  - b) Rationale of the thesis/dissertation/project in the programme;
  - c) Components of the thesis/dissertation/project; and
  - d) Regulations of the thesis/dissertation/project.
- 2) The requirements of the thesis/dissertation of a postgraduate programme shall be clearly stipulated and shall include but shall not be limited to the language, word length, and format;
- 3) The thesis/dissertation/project shall be presented in sections that represent various components that include but are not limited to the abstract, introduction, literature review, methodology, presentation of results, discussions, conclusion, references/bibliography and appendices;
- 4) The thesis/dissertation/project proposal shall be presented to a faculty/school forum for interrogation and guidance prior to the research work;
- 5) A student's thesis/dissertation/project shall be supervised by at least two academic staff members who shall have appropriate qualifications in the subject area in focus and its methodology;
- 6) The thesis/dissertation shall be internally and externally examined;
- 7) An oral presentation of the thesis/dissertation/project shall be made to a panel of examiners as determined by the University;
- 8) The final thesis/dissertation/project shall be submitted in line with the postgraduate regulations of the university;
- 9) Each university shall institute mechanisms to curb plagiarism in all scholarly writings, which shall include thesis/dissertations/projects.<sup>1</sup>

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<sup>1</sup> *University Standards and Guidelines, 2014* (Nairobi, Kenya: Commission for University Education of the Republic of Kenya, June 2014), 51–52.

## ***Background***

Scholars at Africa Nazarene University (ANU) developed these guidelines to direct postgraduate students in the requirements for research projects/theses/dissertations which form a major component of higher degrees at ANU in conformity with the CUE *University Standards and Guidelines* cited above. Universities are institutions of higher learning. In turn, research is a requirement for all degrees and more specifically research is core to the fulfilment of requirements for postgraduate degrees. Universities, therefore, have the obligation to support knowledge creation and its dissemination at all levels. Research provides opportunities for knowledge creation from basic experiments or through applied research to the most innovative breakthroughs. ANU's mission and vision expect scholars to do research with objectives which help foster a culture of innovation within the institution and society as a whole. Therefore, this *Postgraduate Research Handbook* will contribute to the promotion of ANU's mandate as an institution of higher learning. The following document has specific reference to master's theses and doctoral dissertations. It does not relate to undergraduate projects. This *Handbook* also includes a section on the procedures for the completion of theses and dissertations is designed to guide you step-by-step in this challenging, sometimes frustrating postgraduate research process.

## ***Management of Postgraduate Research***

The University Senate has directed several processes to be implemented by different organs under its authority.

***The Role of the Student.*** Each student should be familiar with ANU rules and regulations as shown in the student's academic handbook. The student is responsible for their work as it is produced "for partial fulfilment of the degree" in their respective academic programme. Each student should identify and read all manuals that have been developed by ANU to identify those deemed relevant and essential for postgraduate studies. These documents will assist the progress of each student toward research and academic growth. The students' responsibilities include the following:



- Demonstrate progress at monthly meetings with the supervisors. These may be conducted face-to-face, online, or by phone but must be documented by the student and the supervisors.
- Ensure that all submissions of their work have been corrected through the use of spelling and grammar checkers (e.g., Grammarly).
- Meet submission guidelines required by the supervisors.
- Submit a summative monthly progress report to the coordinator of the degree programme. Forms are available from the programme coordinator. Reports will be submitted continuously during the research writing.
- Ensure a good working relationship with the supervisors. When a student has made every attempt to do so and finds the relationship to be less than productive, the student may use the form in the appendices to request the change of supervisors.
- Maintain registration in either the thesis/dissertation unit or thesis/dissertation continuation unit.
- Maintain enrolment as a master's/doctoral candidate in accordance with the rules and regulations of the University.
- Submit bound copies to the library to the department or school and to the library.
- Complete the form for the release of any soft copies of the thesis which are uploaded to the library repository.
- Attend the PGS Panel to defend the proposal or thesis. Attendance is compulsory. A student who withdraws from a defence where they had expressly consented to participate/defend their research, will incur a surcharge of the total amount payable to the panellists/examiners.

***The Role of the Department.*** The responsibilities of the department or school include the following:

- Appoint supervisors and provide them with supervision guidelines and other essential documents.
- Appoint and guide those chosen for the role of the external examiner as approved by the Senate.

- Constitute a panel of internal examiners. Internal examiners read the thesis, dissertation or project and subject candidates to an internal examination giving each student a chance to defend their research.
- Once proposals and theses are successfully passed by the internal panel of examiners, departments are expected to work with supervisors to ensure that recommendations from internal examinations are fully addressed. The department then submits the reports to the Board of Postgraduate Studies.

***The Role of the Programme Coordinator.*** The responsibilities of the programme coordinator include the following:

- Serves as liaison between ANU, the supervisors, and the candidate.
- Provides support to the supervisors and the candidate.
- Receive and vet all monthly progress reports and research submissions, including the submission to originality or anti-plagiarism software (e.g., Turnitin).
- Act as an arbitrator in case of disagreement between students and/or supervisors.

Note: As required by CUE, masters' students are supervised by lecturers with a PhD in the subject matter. Doctoral students are supervised by PhD holders in the area of candidate's research subject content and co-supervised by a second supervisor with specific qualifications as per the research topic. The appendices of the *Handbook* provide approved forms and sheets that guide supervisors on routine supervisory tasks and examination of students' reports. Final approval of all these tools is granted by the Senate so as to harmonize quality of work presented by students from different academic programmes.

***The Role of the Supervisors.*** The responsibilities of the supervisors include the following:

- Meet with the candidate at least monthly to advise and monitor progress.
- Be accessible to the candidate throughout the period of research and writing of the thesis or dissertation.
- Submit monthly progress reports to the department's programme coordinator.

- Communicate regularly with each other, especially before communicating to the student any recommendations arising from reading the student's work.
- Approve both the proposal and the thesis or dissertation at its various levels for submission for examination.
- Work harmoniously with each other for the student's benefit.
- Provide timely feedback on the thesis/dissertation to the student.

***The Role of the Board of Postgraduate Studies.*** The BOPGS receives and approves the report of the department or school and verifies the supporting documentation of theses. If concerns arise, the work is sent back to the department or school. If the verification of the documents is successful, the reports proceed to the Senate.

***The Role of the Senate.*** The Senate oversees, certifies, and approves the completed research proposal and final thesis if the document is as of high quality as required.

***The Role of the Library.*** The library will oversee the binding and final appearance of the thesis or dissertation and will ensure quality adherence before binding of hard copies. The librarians will be responsible to upload digital copies of theses submitted to the library for the repository.

### ***Types of Research***

Based on discipline, students may present different types of research. Not all research follows one pattern. Some research is theoretical. Other research is empirical. Even empirical research can be divided into several types.

**Empirical research** types include, but are not limited to, quantitative, qualitative, mixed methods (also referred to as pragmatic approach), participatory approach, and descriptive, cross-sectional, correlational, exploratory, and action research among others. Most types of research are governed by the academic discipline for which the thesis or dissertation is written. The science disciplines, for example, have other types of empirical research such as case-control, experimental, observational retrospective, longitudinal studies and so on. ANU has several types of research based on the academic discipline. Regardless of the academic discipline, all types of research documents should have similar front matter.

The body of the research report would reflect the particular subject matter studied – whether a computer application or the life cycle of a plant or animal or another topic. Robert Goldbort states, in a chapter entitled “Scientific Dissertations,” this about contents of natural science theses: “Front matter: separate pages for title, copyright, official signatures, dedication, acknowledgments, abstract, table of contents, and lists of tables and figures. Text: chapters that introduce particular experimental activities, describe their methods, present their results, and discuss their implications. Back matter: references and appendixes.”<sup>2</sup>

**Empirical research in social science** is concerned with people. How do people respond to events or situations? How do they build relationships? How does a subset of the population feel about their stigmatization? Often the research is carried out by taking surveys, observing individuals or groups, collecting narratives, or conducting an in-depth case study. The results from a sample of people are taken as representative of a larger group and policies are informed.

**Theoretical research** addresses the theories and philosophies inherent in a body of knowledge. At the master’s level, a theoretical thesis should demonstrate the student’s ability to summarize content, to make a critical analysis of contrasting views and theories, and to draw conclusions from data. A thesis or dissertation at the doctoral level will, in addition, make an original contribution to the body of knowledge in the researcher’s chosen field of study. The ability to research, analyse, and present information logically is a valuable skill to develop.

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<sup>2</sup> Robert Goldbort. *Writing for Science*. (New Haven, US: Yale University Press, 2006), 217-218. Accessed October 24, 2016. ProQuest ebrary.

# Writing for Research

## *Academic Integrity Statement*

Academic integrity and excellence are promoted throughout research at ANU. The philosophy of ANU, based on the *Manual of the Church of the Nazarene*, is to “provide a curriculum, quality of instruction, and evidence of scholastic achievement that will adequately prepare graduates to function effectively in vocations and professions such graduates may choose.”<sup>3</sup> Therefore, this handbook is prepared with the following objectives, as per the ANU charter: to develop students for effective Christian living, to develop a community of scholars, and to equip students with the necessary knowledge and skills required for addressing the contemporary issues of both Christian faith and sound government. To maintain academic integrity, students’ projects for undergraduate work, postgraduate proposals, projects, theses, and doctoral dissertations will be subjected to anti-plagiarism checks at different stages of work in progress and final submissions.

## *Minimum Word Lengths for Master’s and Doctorate Degrees*

All academic and research activities comply with the requirements of the Commission for University Education (CUE) in Kenya. As a chartered university in Kenya, ANU fully adheres to requirements by the Commission for University Education (CUE) in Kenya. The word count for the research document may vary by discipline but should be at least 20,000 words for a master’s degree and 50,000 words for a doctorate per CUE guidelines.<sup>4</sup>

## *Formatting*

**Margins.** Check that the document is set for A4 paper. For binding purposes, margins are 1 inch for the top, right, and bottom margins and 1.5 inches for the left margin. The printing will be on one side of the paper.

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<sup>3</sup> Church of the Nazarene, *Manual of the Church of the Nazarene, 2013-2017* (Kansas City, MO: Nazarene Publishing House, 2013), 186.

<sup>4</sup> *University Standards and Guidelines, 2014* (Nairobi, Kenya: Commission for University Education of the Republic of Kenya, June 2014), 48.

**Font.** ANU style uses Times New Roman, 12-point font unless otherwise advised by the department. For Turabian citation style, students should use Times New Roman, 10-point font in the footnotes.

**Title page.** For APA users, the title of projects/theses should be in all caps, boldfaced font and centred; the spacing should be 1.5. The remainder of the wording on the title page should reflect title case, boldfaced and centred, including the title, the student identification, and the department and university affiliations; the spacing should be 1.5. Students using Turabian will follow Turabian writing style while employing the content of the title page as specified above.

**Front Matter:** The front matter will include the following pages:

- Title Page
- Declaration
- Examiners Signatures (according to the discretion of the departments)
- Dedication
- Acknowledgements
- Table of Contents
- List of Tables
- List of Figures
- List of Plates (optional)
- Abstract
- Definition of Terms
- Abbreviations/Acronyms

Each of the items in the front matter will start on a new page as listed above. The pages will be numbered using Roman numerals (i, ii, iii, etc.).

**Body text.** The body text is right and left margin justified. The spacing should be double-spaced with the exception of the abstract. Paragraphs with spaces between them should be blocked, or paragraphs without spaces between them should be indented.

**Back Matter.** Papers using the APA citation style have a ‘Reference’ page rather than a ‘Bibliography’ or ‘Works Cited’ page. Works using Turabian will have a bibliography. The back matter of projects or theses will consist of the following:

- References (APA)
- Bibliography (Turabian)
- Appendices

Every work cited in the document should be in the reference list or bibliography. There should be no work listed that is not cited in the paper.

**Pagination.** The page numbers should appear on the top right of the page. The title page should have no page number. The preliminary pages should have Roman numerals, lower case (i, ii, iii, etc.). The Arabic numerals (1, 2, 3, etc.) should begin with Chapter One and should be continuous to the final page of the document.

### *Editing*

Proofreading academic work is essential and is the responsibility of the student. Proofreading should include the following:

**Spelling.** U.K. English is required. Students should double check and fix problems as needed while typing. Issues are indicated by blue (grammar) and red (spelling) squiggly lines under words.

**Punctuation.** Sentences must end with full stops. The student should use commas, colons, and semicolons only when needed. Exclamation marks are not normally used in scholarly papers. One space between sentences is the modern standard.

**Language and Grammar.** ANU’s official language for all academic documents is English (U.K.). Use a standard, formal academic U.K. English in writing. The student should correct grammar, sentence structure, and syntax while typing. Sentences and paragraphs should be standard-length. Written work should avoid sentences beginning with Arabic numerals. Writers should not use the first-person pronouns to refer to themselves or ambiguous third person pronouns; writing must be clear.

## *Methods of Citation and Writing Styles*

The writing and citation styles differ according to the discipline of academics. The approved formats used at ANU are the most current APA and Turabian citation styles. If it is agreed to use a citation style other than the two already mentioned, the department research coordinator should inform the Board of Postgraduate Studies and provide a reference (online or paper) for the chosen style which will allow the paper to be checked for adherence to style.

For many disciplines in the humanities, the chosen writing and citation style is APA. While most of the departments at ANU use APA style, students in the School of Religion and Christian Ministry will use Turabian and are expected to use it in every particular.

No matter which research method is used, it is better to over cite (listing sources of the information) than to under cite and risk even the appearance of plagiarism. Readers should know exactly when the citation begins and ends and if it is a quotation or a paraphrase.



# SAMPLE FRONT MATTER

**POSTGRADUATE THESES AND DISSERTATION GUIDELINES  
FOR AFRICA NAZARENE UNIVERSITY**

The title should be on the first line of the page and capitalized. All text on the title page should be centred, and in bolded 12-point Times New Roman. The spacing between lines should be 1.5. The margins should be 1.5” on the left and 1” on the top, right, and bottom.

**Official Name**

The name on the title page must match the student’s identification badge.  
It will be the name used on the student’s degree.

**A (see choices below) submitted in partial fulfilment of the requirements  
for the award of the degree of Master of (name of degree)  
in the department of (name of department) and the (name of the school)  
of Africa Nazarene University**

Choices include: Project Proposal, Thesis Proposal,  
Project Research, Thesis, or Dissertation. Use title case.

**Month Year**

There is no comma between  
the month and year.



## EXAMINERS' SIGNATURES

We have examined this document and the research has met or exceeded the requirement for the degree sought, in addition, the candidate has sufficiently defended the material presented to merit the awarding of the degree of (the name of the degree being awarded)

---

Internal examiner – (Typed name)

---

Internal examiner signature

---

Date (dd/mm/yyyy)

---

Internal/External examiner – (Typed name)

---

Internal/External examiner signature

---

Date (dd/mm/yyyy)

Notes: (Pass, Pass with Distinction)

The wording on this page depends on the academic discipline.  
Students should check with the supervisor and look at recent  
successful documents from the department in the library.

## **DEDICATION**

Students may dedicate their study to those whom they love, honour and respect.

The student may love, honour, and respect many people,  
but the dedication should be limited to a few names.

NOTE: The word “Dedication” should be capitalized and centred.

Centre the names.

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## ABSTRACT (Single spaced)

*One paragraph* summary of what the researcher intends to do in a proposal or has done in a final paper. Be brief, precise, and to the point. It includes, in the social science approach, the background, purpose, objectives target population, study sample, study instruments, variables, data analysis and presentation, key results and the significance of the study. It may range between 300-500 words at the very most. The abstract for the final paper is expected to show actual findings, including selected statistics and recommendations.

## ACKNOWLEDGEMENTS

Here, the student can acknowledge all those who participated in the study and list the part that they played.

NOTE: The acknowledgement should be as specific as possible. It is better to say, “I thank Mr. John Mboya for providing transportation to the field site” than to say, “I thank John Mboya for everything.” Here, the student can explain why the people were chosen for the dedication.

## DEFINITION OF TERMS

If the paper uses special and unique terms, this page contains their definitions. All the variables that will be manipulated must be defined. Acknowledge the source of all the definitions except operational definitions.

Operational definitions are those that the researchers have formulated for their studies. The definition can begin with “operationally defined” or “for the purposes of this study”.

See the examples:

**Child:** For the purposes of this study, a boy or girl between the ages of 5 and 12.

**Improvement:** Operationally defined, post-test score minus pre-test score.

Bold the word being defined. Separate the word from the definition with a colon.

For the benefit of the reader, the words are listed alphabetically. Note: the list may be created in any order, and the AZ↓ icon used to put it in alphabetical order.

## ABBREVIATIONS/ ACRONYMS

An **acronym** is a term that is formed from the initial letters of some longer name and is pronounced differently. Some examples are WHO, FAO, ANU, PEPFAR. List and write in full the meaning of all the acronyms.

**asst.:** assistant

**hr:** hour

**misc.:** miscellaneous

**km:** kilometre (No full stop is used for this abbreviation.)

**NIV:** New International Version

**WHO:** World Health Organization

An **abbreviation** is the contraction of a word made by omitting certain letters or syllables and bringing together the first and last letters or elements. Usually, abbreviations end with a full stop, e.g., *std.* for standard, *abbr.* for abbreviation and *no.* for number. List and explain all the abbreviations used.

If you have many abbreviations and acronyms, these can be listed on separate pages. The lists should be in alphabetical order to aid the reader. Be inclusive; not all readers will be conversant with the argot of your discipline.

## LIST OF FIGURES

**Figure 1.1:** *Map:* Nairobi CBD.

**Figure 3.3:** *Photo:* Pygmy kingfisher, ANU Main Campus.

**Figure 4.2:** *Graph:* Comparison of bird and human population growth by decade.

Insert figures in the body of the manuscript.

Graphs, photos and map numbers should be listed here. Assign the numbers according to chapter and their position in the chapter. *Fig. 3.2 means the figure is in Chapter 3 and is the second figure in that chapter.* NOTE: It does not mean that it is in section 3.2.

The figure title, captions or legend are placed below the figure. The captions should be clear in meaning, concise and accurate.

Use Times New Roman – 12-point font for all figure captions, sentence case.

## LIST OF TABLES

Assign the numbers according to chapter and their position in the chapter. Table 4.3 means the table is the third table in Chapter 4. NOTE: This does not mean that it is in Section 4.3. Table captions or legend are placed at the top of the table in italics, sentence case. The captions should be clear in meaning, concise and accurate.

Table 4.3: *Is the food children eat a factor in hyperactive behaviour?*

	Yes	Sometimes	No	I don't know	Total
Parents	12	23	32	2	69
Teachers	31	12	0	5	48

This is how the table will look in the document.

# Presentation of Research



## **ELEMENTS OF THE THESIS/DISSERTATION**

### *Empirical Research*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

All paragraphs in the body of the text should be indented five spaces (or 0.5”). The researcher should make a definite effort to define the research variables in the introduction. Occasionally the researcher introduces the subheadings to be covered in the chapter.

### 1.2 Background of the Study

The background of the study should provide a general overview, history and current information on the topic of study, involving a global, regional, and local survey of the topic. The discussion should lead the reader to the statement of the problem. The remarks should not be developed by the researcher at this point but should present quotes from other scholars. The primary goal of the introductory paragraphs is to catch the attention of the readers, to set the stage for the paper, and to put the topic in perspective. The variables should be mentioned briefly. It may use dramatic illustrations and quotes to set the tone. It should, in general, be limited at the master’s level to 3 pages and at the doctoral level to 5 pages in length.

### 1.3 Statement of the Problem

This section states concisely the issue or concern the researcher will address in the study. The researcher will identify a current problem that needs a scholarly solution. The problem statement is accompanied by *several* persuasive arguments that the problem is important enough to warrant study. Explanations may be presented giving illustrations of the problem from different authors (e.g., scientists, academicians, futurists and other professionals). In general, the statement of the problem should be approximately one page.

#### **1.4 Purpose of the Study**

The purpose of the study is a single declarative sentence which identifies the goal of the study. It asserts what the study intends to accomplish and generally will not need the opinion of others. Oftentimes, the single declarative sentence will be supported by a paragraph but should not exceed a paragraph. The purpose of the study should reflect close correspondence with the title of the research.

#### **1.5 Objectives of the Study**

The purpose (or general objective) of the study should be broken down into specific objectives. The objectives are a breakdown of the purpose of the study into measurable tasks. The choice of research objectives is the central element of both quantitative and qualitative research and precede construction of the conceptual framework of the study. The specific objectives are obtained from the definition of both independent and dependent variables.

At the master's level, the number of objectives should generally be limited to three or four; whereas, at the doctoral level, the researcher should identify three to five specific objectives.

#### **1.6 Research Questions**

Choosing a research question is another central element of both quantitative and qualitative research. Research questions are the precursors of the research instrument. Research questions are directly drawn from the specific objectives. Since each objective support a research question, one would expect equal numbers of objectives and questions in any research study.

## **1.7 Hypothesis**

A hypothesis is an educated guess about a relationship. Using a hypothesis is optional for some studies; when the research entails a hypothesis, the researcher may use one or more hypotheses.

The hypothesis must be tested in any research study. In research, the hypothesis is the means by which a research question turns into a prediction. It is put into a statement rather than a question. The hypothesis (one) is stated in a directional way as a prediction of an expected outcome. When (and only when) this hypothesis is disproved or falsified, the researcher may then accept a logically "alternate" hypothesis.

## **1.8 Significance of the Study**

This section identifies the magnitude of the problem and the benefits that will be derived from the study when findings are reported. It also uses a persuasive language to justify the study. The “Significance of the Study” answers the following questions: To whom is it important? Why is the study important? What benefit(s) will occur if the study is done? What are the threats if the study is not done? Make sure these and other questions are answered in this section.

## **1.9 Scope of the Study**

Research studies have finite scopes and cannot cover all the populations or data of interest. It is limited to a certain type of site such as school, organization, or geographical area e.g., a county or even a county ward. This section should describe the scope of study in that context and reasons why the researcher is not extending beyond the determined geographical area. Time, budget constraints and reachability often impose on the scope.

## **1.10 Delimitation(s) of the Study**

Research studies are delimited and cannot cover all of the subjects of interest. Delimitations are boundaries set by the researcher with regard to the subjects of interest.

Delimitation includes a declaration of what the study does not intend to cover. This section should describe the delimitation of study in that context and reasons why the researcher is not extending beyond. The decisions for excluding certain variables should be based on such criteria as "not interesting"; "not directly relevant"; "too problematic because..."; "not feasible" and the like. Make your reasoning explicit.

### **1.11 Limitations of the Study**

Limitations refer to constraints over which the researcher has no control. Limitations are often imposed by circumstances outside of the control of the student such as insecurity, weather, and the inability of some respondents to express fluently in the language used during the interviews. Precisely identify the limitations of the study. Indicate how the effect of each limitation will be addressed to reduce their effect. Students should make a concerted effort to mitigate the limitations.

### **1.12 Assumptions of the Study**

All research studies make assumptions. The most obvious one is that respondents will be transparent and will answer the survey truthfully. State all the assumptions in continuous prose.

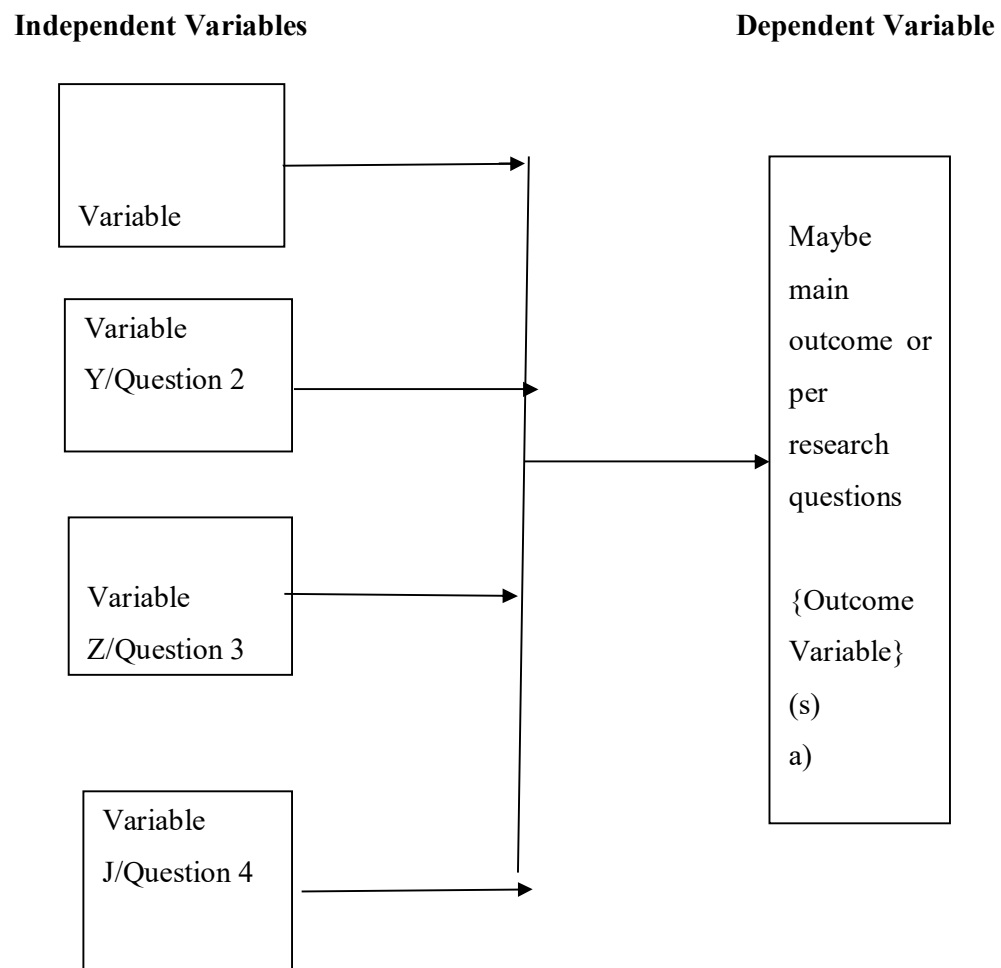
### **1.13 Theoretical Framework**

The theoretical framework is the structure that can hold or support a theory (or theories) of a research study. The theoretical framework introduces and describes the theory (or theories) which explains why the research problem under study exists. By virtue of its application, good theory in the social sciences is of value precisely because it explains the meaning, nature, and challenges associated with a phenomenon, often experienced but not yet explained. The knowledge and understanding brought about by the theoretical framework help the researcher to be better informed. Identify and review

one good theoretical framework that explains the research problem under study. The researcher should clearly indicate the source.

### 1.14 Conceptual Framework

The conceptual framework is drawn directly from the research topic. The conceptual framework should be depicted in a diagram similar to the following format. It should demonstrate the relationship between the independent and dependent variables. The researcher may, in collaboration with the supervisors, add other variables. Connect independent and dependent variables by a simple frame to show the level of engagement. The researcher should discuss the conceptual framework to provide an adequate explanation of the relationships.



## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

The introduction should identify the purpose of the research and the research variables and indicate what the sections will cover.

#### **2.2 Review of the Literature**

This section of the research should engage in a critical evaluation of the contributions of the literature to the given topic. It will analyse the debates, issues, and contributions of the writers to the subject of the research.

All literature reviewed for the research must be relevant and should be organized either by study objectives or variables as presented in the conceptual framework. Look for the big academic debates on the subject. All academic sources such as books, journals, dissertations, among others should be analysed.

The literature review should frame the research within the literature of the broader field of study. The structure of the review should follow the objectives of the research, beginning with a general overview of the literature and continue with a review of the empirical literature. The sections of the literature should be organized employing particularization, i.e. from global to local and from general to specific. Each section should identify the gaps in the literature. The knowledge gap at the end of the chapter should summarize and crystalize the gap for the purposes of the research.

##### ***2.2.1 Objective 1***

*Subheading 1.* Note the full stop after the subheading.

*Subheading 2.* Note the subheading is bold and italicized.

##### ***2.2.2 Objective 2***

##### ***2.2.3 Objective 3***

#### ***2.2.4 Objective 4***

### **2.3 Summary of Review of Literature and Research Gap(s)**

This section should summarize the gaps identified previously in the previous sections; it should specify and crystalize the argument regarding the missing knowledge gap. The research gap identifies the contribution which the researcher will make to the academic discipline.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The researcher should highlight the sections of the chapter and give a preview of the sections.

#### **3.2 Research Design**

The researcher will present the overall strategy which will assimilate the various components of the research and attempt to present them in a logical manner. The researcher should proceed to show how the adopted design will achieve the goal. This is a description of what will be done in a precise way. It is a step-by-step plan that the researcher will use to achieve the set objectives of the study.

#### **3.3 Research Site**

The research site is the geographical location of the research. The researcher is to describe the site and identify the significance of the site to the study.

#### **3.4 Target Population**

The basic research paradigm or purpose is to define the target population, which is the “whole” population that has the characteristics that the research wants to study. The target population or the unit of analysis may differ in a description for the pure sciences. From this, narrow to the study population which is more refined in the study attributes. This is the population from which a study sample will be drawn. Draw a representative sample from it using a research sampling technique. This is important because, with the sample, results can be generalized back to the population. When the work is complete and statements are made, they will apply to the population.

### **3.5 Study Sample**

#### *3.5.1 Sampling Procedure*

Explain how the study sample group will be chosen from the target population. Include all required details on the method used to select the study sample. Appropriate sampling procedures ensure that there is no bias in selecting the study sample.

#### *3.5.2 Study Sample Size*

Show the target population in numbers. The sample size is a portion of the population that is used for a research investigation. It is a proportion of the population that possesses the same characteristics as the population that the researcher is investigating. The larger the sample, the more likely it is that its mean and standard deviation are representative of the mean and standard deviation of the larger population. Availability of resources and time are some of the factors to be considered when deciding on the sample size. However, every effort should be made to ensure the methodology used to calculate study sample has no bias and that the sample is a true representative of the large population within set limits (usually 95% level of confidence). Make sure there are enough participants for the study and that they are representative of the population.

### **3.6 Data Collection**

#### *3.6.1 Data Collection Instruments (and/or Data Collection Materials)*

Describe all of the data collection tools which will be used and how they will be developed, administered and employed in the collection of data.

#### *3.6.2 Pilot Testing of Research Instruments*

Explain how the research instruments were field tested on a smaller level to ensure instrument validity and reliability. Pilot testing must be done to a group with similar characteristics as the study sample. The data from the pilot study will be used to

determine instrument reliability and will determine, in part, the validity of the instruments.

### 3.6.3 Instrument Reliability

Reliability is a measure of a degree to which a research instrument yields consistent results or data after repeated trials. Determining reliability in research is concerned with measuring if the instrument will give the same results when offered repeatedly to the same individuals. There should be the consistency of the results obtained. Methods used include “test-retest”, “split-halves” or any other alternative form method. However, the reliability and validity of the instruments should also be described.

### 3.6.4 Instrument Validity

Validity deals with the accuracy and meaningfulness of inferences based on the findings. Does the tool for the research measure what was intended as per research questions and the hypothesis (es)? Determining content validity is important. This is because when selected (random) items from the instrument are measured for validity, they should provide accurate responses which confirm that the research instrument will collect valid information for the whole study. Three types of validity may include content, construct, and criterion. Validity, therefore, refers to the extent which research instruments can be accurately interpreted and generalized. Reliability and validity of qualitative research or data are determined through credibility, transferability, dependability, and confirmability.

### 3.6.5 Data Collection Procedures

The researcher should describe in detail the procedures which will be used (or were used) in data collection. It includes the administration of the instruments used in the collection of data, including the use of assistants or self-administration or other means of collecting data.

### **3.7 Data Processing and Analysis**

Describe the method of data processing appropriate for the research topic. The types of research questions will guide the choice of data analysis techniques.

*Descriptive statistics* will give the characteristics and profiles of the study sample. Additional analysis to could show similarities and differences between groups but may not show levels of significance unless the data is interrogated further.

*Use of Inferential Statistics* determine associations between variables (for example when correlation tests are used). It may give an opportunity to show positive or negative relationships between variables. Regression, for example, allows the researcher to determine how one or more independent variables predict the value of a dependent variable.

*Testing Study Hypothesis:* The study that uses hypothesis is not complete without testing the set hypothesis. To accept or reject the study null hypothesis will be guided by statistics. The level of significance should be presented. Additionally, this is an important basis for discussing the findings in chapter FIVE.

### **3.8 Legal and Ethical Considerations**

Research approvals and permits should be obtained from the relevant institutions. A research permit should be obtained from the relevant institutions, e.g., the Ministry of Education National Council for Science Technology and Innovation (NACOSTI) in Nairobi and the County Administration Offices to enable the researcher to conduct the study. Confidentiality, where necessary, should be guaranteed.

The researcher should ensure that appropriate credit is given to other people's ideas, processes, and results. This should be done by attributing credit to the creators and explaining the purpose of the study. The researcher should share the findings after the

completion of the research with the relevant users. The rights of respondents should be discussed and guaranteed.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

This section introduces the results chapter by linking the objectives of the study and the purpose the results in a very brief statement

#### **4.2 Characteristics of the Respondents (or the Subject of the Study)**

This section should include an analysis of the demographics, the respondents, social-economic characteristics, and the response rate. In a pure science approach, it should describe the unit of analysis (e.g. the climate, soil, organism, or the computer application).

#### **4.3 Presentation of Research Analysis, Findings, and Interpretation**

This section includes a presentation of the results according to the objectives, the research questions, or the hypothesis (or hypotheses). Tables and figures are clearly presented so that the data shows evidence to support claims per each objective, research questions, or the hypothesis (or hypotheses). If more interpretation and analysis is needed, the department and the supervisor will advise the student.

This section should provide an explanation or interpretation of the data only. Chapter 5 will provide an interpretation or discussion in light of the literature and the available knowledge. Thus, chapter 4 should explain and interpret only the results.

This section covers results based on the objectives, the research questions, or the hypothesis (or hypotheses). It should include the results and no discussion of the results (discussions will be in chapter FIVE).

4.3.1 Presentation of results based on objective ONE or research questions (no discussions)

4.3.2 Presentation of results based on objective TWO or research questions (no discussions)

4.3.3 Present of results based on objective THREE or research questions (no discussions)

4.3.4 Present Results based on objective FOUR (no discussions)

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

**5.1 Introduction.** This chapter presents discussions, summary, conclusions, and recommendations. A brief introduction can be given on the purpose and overall objectives of the chapter.

**5.2 Discussion.** In this section, research findings are discussed as per each research objective, research question, or the hypothesis (or hypotheses). In each case, the author compares the results from the study with the results of other scholars. Students should critique the published research of others, noting the similarities and contrasts with other works. Students should clearly state their scholarly position based upon the research findings. Citations from similar research should be used to make the discussion scholarly. The discussion should be based on the literature reviewed in chapter two.

5.2.1 Research question ONE

5.2.2 Research question TWO

5.2.3 Research question THREE

5.2.4 Research question FOUR

**5.3 Summary of Main Findings:** This section should summarize the key findings of the research. The summary should not include any of the discussions or the detailed figures of chapter four.

#### **5.4 Conclusion**

Based on the findings, the researcher makes informed, scholarly conclusions of the research according to the research objectives.



## **5.5 Recommendations**

Here each stakeholder is addressed and given recommendations regarding policies and practices. Potential stakeholders could include government ministries, church leaders, communities, schools, and future researchers.

## **5.6 Areas of Further Research.**

Finally, the researcher gives some key recommendations for further study in the area of the research.

## **ELEMENTS OF THE THESIS/DISSERTATION**

### ***Theoretical Research***

At ANU, the theoretical thesis will take generally the form that is presented below. The form below is not indicative of the process of discovering the subject, developing the purpose, or articulating the problem statement. In theoretical research, the guidelines should not and, indeed, cannot be too prescriptive. In certain domains of study such as biblical studies, practical theology, law and other disciplines, it may be necessary to have separate chapters for the literature review and the methodology. The nature of the task and the nature of the subject will dictate that some latitude should be given to the student and the supervisor in the course of the research. The role of the supervisors becomes very significant in theoretical research in guiding the student to the desired end.

Theoretical research is preceded by the submission of a research proposal. Typically, the proposal for a theoretical thesis will consist of two chapters. The flow of logic will be clear. The bibliography and footnotes will conform to the Turabian guidelines. The format should follow Turabian style in every particular.

This *Handbook* includes several evaluation forms so that students will be aware of how their work will be evaluated. The form serves to evaluate both the thesis and the students' defence of their research.

It is better to over cite (listing sources of the information) than to under cite and risk even the appearance of plagiarism. Readers should know exactly when the citation begins and ends and if it is a quotation or a paraphrase.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

This section introduces the topic to be addressed in the thesis. The researcher will provide the background of the subject of the thesis, providing an introduction to the subject of the thesis. For example, if the subject of the thesis is the theology of a certain theologian in the history of the Church, the student will survey the biographical information of the theologian and other historical data in order to establish the context for the theologian's thought.

In this introduction, scholars in the field of study may be cited but only sparingly. The background will prepare the reader for the discussion within the thesis. The introduction to the study should be intellectually stimulating and should attract the attention of the reader. The introduction and the background should lead the reader to the problem statement.

#### **STATEMENT OF THE PROBLEM**

The statement of the problem should identify the issue which the student desires to resolve by undertaking the research. It identifies the key question to be answered in the course of the research. The issue may be two or more opposing theories, an unresolved historical or exegetical question, or an issue which arises due to unsatisfactory practice in the performance of pastoral ministry, for example.

The problem should be stated in understandable and relevant terms. It should be stated briefly and clearly so that readers are convinced of the importance of the topic. While the problem may be expressed succinctly in one question or statement, the sentence may be supported with theoretical, anecdotal, quantitative, or practical data.

Wayne Booth et al. clarify the difference between a practical problem and a conceptual problem.<sup>5</sup> A practical problem may lead the research to address the conceptual problem or the theory underlying the practical problem. The authors of *The Craft of Research* make another important distinction between pure research and applied research: Applied research will always entail practical consequences or a cost whereas pure research does have an immediate bearing on a practical problem in the world although it will have conceptual consequences.<sup>6</sup>

### **FORMULATION OF *DESIDERATA***

The statement of the problem does not produce new knowledge but only identifies the problem. Following the identification of the problem, the researchers should now formulate the desiderata or the epistemic requisites for the research. Oftentimes, the desiderata may take the form of a wish list of the unknowns or the essential considerations that the research will address.

### **PURPOSE OF THE STUDY**

With the background of the study and the problem statement in mind, the researcher will describe the purpose of the study. The purpose of the study is the major claim that the thesis makes and which the researcher intends to defend by means of argumentation. In theoretical research, the statement of purpose is a declarative sentence which states clearly and succinctly the claim of the research which will be defended through warrants, backing, qualifiers, and rebuttals. For a fuller explanation of argumentation, see the section below.

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<sup>5</sup> Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, third edition (Chicago: University of Chicago Press, 2008), 53.

<sup>6</sup> *Ibid.*, 59.

## **METHODOLOGY OF THE STUDY**

The researcher will describe the methodology to be employed in the thesis and the rationale for the choice. The writer must demonstrate the appropriateness of the method chosen for the purpose of research and for the resolution of the problem.

In this manner, an analysis of the primary data determines the methodology and consequently determines to a large degree the secondary literature that the researcher will consult. Logically, the section of the theoretical thesis on methodology should precede the literature review.

## **STRUCTURE OF THE THESIS**

This section of the theoretical thesis will provide a brief summary of what each chapter of the thesis will discuss. The subject, the purpose of the study, and particularly the methodology will determine the unfolding development of the thesis. This section on the development of the thesis enables the researcher to subdivide the research into manageable parts.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

The literature review is very significant in a theoretical thesis. It is not a book-by-book or resource-by-resource description of the works or even a summary of the literature. It moves beyond a summary of the literature to a critical evaluation of the contributions of the literature to a body of knowledge in regard to the problem statement and the statement of purpose. The literature review will analyse the debates, issues, and contributions of various writers to the subject of the study.

Master's students will provide a robust review of the literature whereas doctoral students must provide a comprehensive review of the literature. Both levels will provide an analysis of the literature on the topic of the thesis. The literature review must identify the various debates, issues, and contributions of the various scholars to the field of study, and its organization revolves around those debates, issues, and contributions to the field of research.

In the case of doctoral work, the literature review will be a comprehensive analysis of these contributions. It attempts to classify the contributions to various theories and may be likened to a tree with the various branches of knowledge or contributions to different subjects.

The researcher must identify these arguments and the scholars that back them in order to identify the gaps in the literature. By identifying the gaps, researchers can identify areas for further research and find their niche in which they can make a contribution to the field of study. At the close of the chapter, researchers should clearly identify the knowledge gap and thus reveal the specific contribution to which the researcher can add to the body of knowledge.

## **KNOWLEDGE GAP**

This section should bring a conclusion to the literature review by summarizing the discussion in the previous section and clearly identify the knowledge gap. It identifies the specific contribution to which the researcher can add to the body of knowledge.



## REMAINING CHAPTERS (UNKNOWN)

### Discussion

The number of remaining chapters and their content will be determined by the statement of purpose, the problem statement, the methodology, and the subject of the thesis. Because the theoretical thesis involves argumentation, the elements of a logical argument become significant. The entire thesis should reflect the following elements: 1) the claim or the statement of purpose of the thesis (as the principle, but not the only claim made in the research); 2) grounds; 3) warrants; 4) backing; 5) qualifiers, and 6) rebuttals. It should be noted that these are elements of a logical argument and not sections of the thesis.

1. Claims: Claims were discussed in the section above on the statement of purpose. While the statement of purpose is the principle claim made in the thesis, it is not the only one. Claims will be made throughout the thesis. Here is a sample claim.

Whereas the federal theologians of the Calvinistic persuasion posit the chronological concurrence of the covenant of works and the covenant of grace, John Wesley held to the cessation of the covenant of works and the beginning of the covenant of grace immediately subsequent to the Fall, which was a corollary to the doctrine of prevenient grace.

2. Grounds: Grounds are “facts” or reasons or supporting evidence for a claim that has been made. When the claim has been made, the research will state the grounds to support the claim. In an exegetical paper, writers may support their claim with evidence from the context, evidence from Scriptural testimony or the arguments of other biblical scholars. Theologians may support their claims with a citation from one of the creeds of the church or with biblical exegesis. A historian may support her argument with a citation from a holograph letter from the historical personage. A lawyer may cite an affidavit from a witness in a particular trial.

3. *Warrants*: Warrants formulate “the connection between grounds and claim and make it an explicit part of the argument”<sup>7</sup> It answers the question about “why the grounds are relevant to the claim.”<sup>8</sup> It responds to the question of the legitimacy of the movement from the grounds to the claim.

4. *Backing*: Backing supports the warrants. When a warrant is disputed, the researcher provides evidence to support the warrants.

5. *Qualifiers*: A qualifier modifies or limits the claim that is made. Examples of qualifiers include “probably,” “possibly,” and “perhaps.” The qualifiers protect researchers from overestimating or overstating their case.

6. *Rebuttals*: A rebuttal or a potential rebuttal “is the part of the argument that acknowledges where and how the argument may lead to a wrong conclusion”<sup>9</sup> Occasionally, researchers must imagine the possible objections, acknowledge and attempt to refute them. Solid research will acknowledge, summarize fairly and persuasively refute the rebuttals to the thesis.<sup>10</sup>

## CONCLUSION

The conclusion of the thesis should demonstrate the significance or contribution of the study to the field of research. It should also outline the limitations of the study and make recommendations for further research.

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<sup>7</sup> Nancey C. Murphy, *Reasoning and Rhetoric in Religion* (Eugene, OR: Wipf & Stock Publications, 2001), 14.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid., 36.

<sup>10</sup> For more information on logical argumentation, see Murphy, Nancey C. *Reasoning and Rhetoric in Religion*. Eugene, OR: Wipf & Stock Publications, 2001.

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**APPENDIX/ APPENDICES** (To be developed further by each researcher)

Appendix 1 – Questionnaire(s) or Research Instruments (Empirical)

Appendix 2 – Letters authorizing the researcher, e.g. letter from ANU’s DVC

Appendix 3 - Research Permit(s), e.g. NACOSTI research permit

Appendix 4 – Budget for the research (proposal only)

Appendix 5 – Work Plan (proposal only)

Appendix 6 - Maps of Study site/area (Empirical)

This is where you can place blank research instruments and other information.

Each appendix should be numbered, titled, and begin at the top of a page.

## PROCEDURES FOR COMPLETION

### STEP 1: REGISTRATION FOR THESIS/ DISSERTATION

When you have completed your required course work, you will have about 12 months to complete the thesis or dissertation. In order for you to begin this process correctly, master's students will need to formally register for RME 700 THESIS, and doctoral students will need to formally register for RME 850 DISSERTATION. This *Handbook* will be the required text for these units.

However, the full payment of the related fees is required before your department can say that you have completed the thesis or dissertation. If you have not completed the thesis or dissertation by the end of the allotted 3 trimesters, you will be allowed to register for another unit entitled, RME 701 THESIS CONTINUATION or RME 860 DISSERTATION CONTINUATION. There will be a continuation fee assigned to this unit.

Once you have enrolled for the thesis or dissertation, you will be required to consult your supervisors at least once every month, and to submit a monthly electronic progress report to the coordinator of your programme ([see the appendices for a sample form](#)). Reports will be made submitted through an electronic form which will be shared with you by the coordinator of your programme. The summary of the report will be shared with the dean of your school or the chair of the department.

### STEP 2: CONCEPT PAPER AND ALLOCATION OF SUPERVISORS

You must prepare a concept paper as a final project for either RME 600 or RME 810, following the guidelines for the concept paper ([see the appendices for guidelines for the concept paper](#)). Upon completion of the above unit, you will submit the concept paper (or another concept paper based upon the instructions of the aforementioned units) to the coordinator of your programme. Upon approval, the coordinator of the

programme will appoint supervisors for your research in consultation with the department or school (see the allocation form).

If you desire a particular academician to serve as your supervisor who has not been approved by the University, that person will need to be recommended by your department and approved by the DVC Academics of ANU before being assigned.

### **STEP 3: THESIS OR DISSERTATION PROPOSAL**

The school or department (or the postgraduate committee within the department) will have the final approval of the topic for your research. The proposal writing begins officially upon the approval of the topic which will be communicated by the coordinator of the programme. You are free to seek advice from any scholar with expertise in your subject area.

This proposal must be completed and cleared by the postgraduate research panel before you proceed with your research. The proposal must meet the University's requirements as communicated by the Postgraduate Research Panel and stipulated in the *Postgraduate Research Handbook* and specified in the evaluation report of the panel.

#### **Format, Content, and Organization**

This *Postgraduate Research Handbook* provides specifics on both empirical and theoretical research. Follow the *Handbook* closely. In addition, students should give regard to the appendices of this *Handbook*.

#### **Peer Review Colloquium**

Once you and your supervisor are in agreement that the proposal (or some portion of the research) is ready for presentation, your department's coordinator of postgraduate studies will schedule a Peer Review Colloquium when you will present your work-to-date to a panel of student peers and faculty. The seminar is designed to help you improve both the direction, shape, and research needed to complete your proposal, as well as to give you confidence in presenting research. This is not a formal evaluation of your work.

## **Approval**

After your proposal is edited according to the suggestions made at the Peer Review Colloquium and again approved by your supervisor, it must be submitted to the coordinator of your programme as a Microsoft Word document to an originality detection software (e.g. Turnitin), following the process designated by your department. Thereafter, it will be ready for submission to the PGS Panel.

## **Submission of Proposal**

You must submit the required copies of your proposal to the coordinator of your programme at least two weeks prior to the hearing date. Failure to do so automatically cancels your appointment. Also, please note: if the coordinator of your programme determines the paper has excessive grammatical and/or typographical errors or signs of plagiarism, the proposal will not be accepted, and the hearing will be postponed.

## **Proposal Presentation before the PGS Panel**

The proposal must be approved by the PGS Panel through the process of a hearing. The coordinator of your programme will schedule a meeting of the panel to hear your proposal and will inform you of the date of the scheduled meeting and the number and kinds of copies needed. Typically, the panel will be comprised of the internal examiners and the chair of the panel. Your supervisors should be present for the hearing as well.

At the hearing, master's students will present a ten-minute summary of their proposal. The PGS Panel members will then ask you questions and give comments based upon their reading of your work. The Panel will notify you of their decision through a written report ([see the appendices for a sample form](#)), within the following parameters: pass, pass with major changes, resubmission, or failure. Rarely do proposals pass without some changes. When “**pass with changes,**” or “**pass with major changes**” is indicated, you must present the revised proposal to your supervisors according to the required timetable before it can proceed first to the department or school and then to the Board of Postgraduate Studies.

This revised copy of your proposal must be accompanied by all of the marked copies of the panel members plus a report of the recommended changes made by the panel. Your report must indicate how you have addressed any required major changes (based upon the [written report of the PGS Panel](#)) and indicate the pages in the new proposal where these changes occur. The new proposal must be approved and signed by your supervisors. Copies of the corrected proposal and this report will be kept by the supervisors, your department, and the coordinator of your programme.

Where “**resubmit**” is indicated, a significant number of major changes are expected under the guidance of the supervisors. When your supervisors are satisfied the proposal is ready, the revised document must be resubmitted following the process indicated above but will also include the scheduling of another appointment with the PGS Panel, which may be smaller and composed of your supervisor, the chair of your department, and your programme coordinator.

When “**failure**” is the outcome, serious defects have been observed by the panel. Thus, you must repeat the entire proposal writing process (all of STEP 3).

Once approval by the PGS Panel has been obtained, your proposal will be forwarded to the department or school for approval and then to the Board of Post Graduate Studies by your department or school. The BOPGS will review your proposal, and if approved, the DVC-Academics will award you a letter of master’s or doctoral candidacy and allow you to apply for a permit to conduct your research.

### **Research Permit**

A research permit from the National Commission for Science, Technology and Innovation is required for all research done in Kenya. You must secure the permit from NACOSTI before beginning research. The forms and instructions are available online at <https://oris.nacosti.go.ke/>. Students conducting their research outside of Kenya must consult the relevant authorities in the host country.

When your permit has been acquired and approved, your research and writing will begin under the leadership and guidance of your supervisors. You, your supervisors, and the University are all vitally involved in this process.



For experimental research at a research site, a supervisor may need to approve the design of the experiment before data collection.

## **STEP 4: SUBMISSION OF THESIS FOR EXAMINATION**

The research and writing of the thesis should be done in collaboration with your supervisors. Consult the *Handbook* for a description of the various responsibilities. After completing your thesis, you should submit your thesis to your supervisors for evaluation.

### **Supervisors' Approval for Examination**

The first step toward the examination of your thesis/dissertation is to secure your supervisors' approval for examination. No thesis or dissertation can move to the examination stage without the approval of the supervisors. The supervisors must communicate this approval in writing to the department's coordinator of your programme. Upon receipt of your supervisors' approval, the document must be submitted to the coordinator of the programme and submitted for an originality check following the process designated by your department.

### **Peer Review Colloquium**

Upon receipt of the approval of your supervisors, the department's coordinator of your programme will schedule a Peer Review Colloquium during which you will present to your peers and other interested parties your findings, your analysis of the findings, and topics for further research. Attendees will be allowed to ask questions or make comments. One or more members of the faculty will be assigned as a reviewer(s) of the seminar and will present to you a list of potential changes aimed at improving your work.

### **Submission Copy Requirements**

Once you have made any changes suggested as a result of the Peer Review Colloquium, and your supervisors have approved the revised document, you are responsible to produce and present to the department's coordinator of your programme the required soft copy and number of spiral-bound copies of the thesis or dissertation for examination. Usually, five bound copies are sufficient, but your

supervisors and others who have guided your work may also appreciate a bound copy for their personal libraries.

### **Intent to Graduate**

Once you have your supervisors' approval, you must file an "Intent to Graduate" form with the Registrar's Office. If you do not graduate at the following graduation ceremony you must file another "Intent to Graduate" form with the Registrar's Office at least six months prior to the next graduation.

## **STEP 5: EXAMINATIONS**

You have immersed yourself in your subject and spent months of intense study preparing to share the results of your inquiry. Because the document you produce bears the name of the University, the examination process is necessary to assure quality and to provide you with the opportunity to share the fruits of your research with the University and the wider community. This examination has two phases:

1. Thesis/ dissertation content examination;
2. Oral Defence which examines the candidate's expertise in the domain of research.

### **Oral Defence**

The department's coordinator of your programme will schedule a meeting of the PGS Panel in which you will make an oral defence of your research. The purpose of the oral defence is to ensure that you can articulate the essential argument of the thesis/ dissertation and the benefits of this research and to provide an opportunity for greater exposure of your research to a wider audience.

*Composition of the PGS Panel:* The PGS Panel will be composed of the following members: the coordinator of the degree programme (or his/her appointee); two internal examiners, and an external examiner. The supervisors will also be present for the examination. Other members of the University community may attend at the student's invitation, but such persons will not be a part of the Postgraduate Studies Panel.

- The role of the internal examiner will be to provide an assessment of the thesis/ dissertation from someone within the University in a related field of study.<sup>11</sup>
- The external examiner will provide an independent assessment of the thesis/ dissertation as a qualified expert in the general field of study.
- Each member of the PGS Panel will be given a copy of the thesis/ dissertation and an assessment form. All members of the committee will examine the thesis/dissertation and submit their completed assessment forms and their copies of the thesis/ dissertation to the coordinator of the programme within two weeks of the date of the Panel meeting.
- The department's PGS Panel will meet together physically when at all possible. The programme coordinator will be responsible to conduct any necessary communication between members of the PGS Panel regarding the assessment of the thesis/dissertation.

*Format of the Oral Defence:* The format of the oral defence will be as follows:

- You will present a fifteen-minute summary of your research and its value, both personally and for your targeted audience.
- The Panel members will then ask you questions and give comments. Each member may be allocated about ten minutes.
- Other members of the congregation present may, upon permission of the Convener, enter into the discussion.

Upon conclusion of the oral presentation and question and answer period, the attendees, who are non-members the Post Graduate Research Panel, will be dismissed. The Panel will conduct any necessary deliberation regarding the thesis/ dissertation and *will confirm or adjust* the written assessment of the PGS Panel. The student will then be notified of the final results in writing and of the way forward.

For a distance defence, an audio and/or video conference meeting will be arranged whereby you will be able to defend your thesis/ dissertation from some remote

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<sup>11</sup> In some cases where additional expertise is required, the Board of Post Graduate Studies may recommend and the Senate may appoint someone outside the university to function in this capacity.

location, provided that the technology is in place to adequately facilitate such a defence. Aside from the use of technology, the distance defence will be conducted using the same format.

### **Assessment**

The assessment of the oral defence will be based primarily upon the calculation of the marks awarded by examiners on the assessment form ([see the several examples in the appendices](#)) but will also take into consideration the general comments of the examiners. The PGS Panel will recommend an assessment of one of the following: “Pass with Distinction,” “Pass with Minor Changes,” “Pass with Major Changes,” and “Resubmission/Failure.”

- **“Pass with Distinction”** means that the student has done exemplary research and has, in the opinion of the PGS Panel, made a significant contribution to that particular field of knowledge with an average of at least 70% by the members. The graduation certificate may also indicate “with distinction” if the student has also maintained a 3.7 or above GPA.
- **“Pass with minor changes”** means that the student has satisfied the expectations of the examiners and the programme requirements and the few recommended changes can be made with the approval of the supervisors.
- **“Pass with major changes”** means that the student has satisfied the examiners and has received their positive recommendation, but the recommended changes are more substantial and will pass only with the approval of the supervisor, and the programme coordinator.
- **“Resubmission”** means there are serious unresolved content problems. The student will be required to resubmit the thesis to the PGS Panel for defence which includes paying the fees associated with a new defence.
- **“Failure”** means insurmountable serious defects have been determined.

### **Subsequent to the Defence**

You should note that even if your thesis/dissertation receives a **“Pass with Distinction”** or **“Pass with minor changes,”** there may be some relatively minor flaws in the thesis/dissertation that need further attention. Thus, you must make any

adjustments required by the committee, following the process used at the proposal stage to produce a corrected copy of it and present it to your supervisors. Thereafter, it will be forwarded by the coordinator of your programme (after approval of the department or school) to the Board of Post Graduate Studies for its review.

Where **“Pass with Major Changes”** is indicated, a significant number of major changes are expected under the guidance of the supervisors. When your supervisors are satisfied with the thesis, the revised document must be resubmitted according to the required timetable. This copy of your thesis/ dissertation must be accompanied by a report, approved and signed by the supervisor, of any major changes made according to the recommendations of the panel. This report must indicate how any required major changes are dealt with and the pages in the new document where these changes occur. Copies of the corrected thesis/ dissertation and this report will be kept by the supervisor, the department, and the Chair of PGS.

**“Resubmit”** will involve reworking the entire thesis and include rescheduling of appointments with the Post Graduate Research Panel.

When **“Failure”** is the outcome, some serious insurmountable defects have been determined by the Post Graduate Research Panel. Thus, you must repeat the entire writing process (all of STEP 3 and STEP 4).

## **STEP 6: THE FINAL STAGES**

Once the Postgraduate Research Panel recommends your thesis/dissertation and your supervisors have confirmed that any changes required by the PGS Panel have been affected, the coordinator of your programme will submit it to the BOPGS for review. Three clean copies of the thesis/ dissertation must be on hand for this exercise.

Once the Board of Post Graduate Studies recommends your thesis/dissertation, a report of the Office of the Postgraduate Studies is then presented to the University Senate for final approval. Students are not present for either of these two meetings.

It is important to note that any of the entities that are examining or reviewing your thesis/ dissertation (Postgraduate Studies Panel, Board of Postgraduate Studies, and

Senate) may require changes to be made to your work. You are advised to exercise patience with this process for it is intended to ensure that the work is of the highest possible quality.

Once final approval of the Senate has been given, you will submit a digital copy of your thesis to your programme coordinator who will give guidance for the printing (at your expense) of at least six hard-bound copies of your thesis.

Please note: the signature pages are to be presented to the coordinator of your programme at the time of your defence for the collection of signatures.

One of these signed copies of your thesis or dissertation will be yours. Two copies are currently required to fulfil the terms of your Kenya Research Permit. One copy is reserved for the Library and one for the department or school. You will not be permitted to graduate or receive your degree certificate until these copies are produced and on file with the University.

Additional copies for your personal use may be produced (at your expense) in coordination with the University. Please remember that your supervisor(s) may also desire a bound copy of your approved thesis.

## **STEP 7: RECEIVING THE DEGREE**

Once the thesis has been approved by the Senate, the degree will be granted on approval of the Senate, subject to all the rules and regulations of the University. The degree will be awarded at the graduation following Senate approval.

### **Time Limitations and Graduation Deadlines**

The following time limitations and deadlines will guide you in planning your research timetable and will be rigidly adhered to by the University.

#### **Time Limitations**

- **Minimum:** Submission of the thesis/dissertation for examination may be made any time after approval of the proposal.
- **Maximum:** Submission of the thesis/dissertation for examination must be made within 15 months after approval of the proposal.

- Part-time work will allow double the maximum parameters (above).
- Students are required to register as per the regulations of the university as full-time, part-time and/or continuing students.
- In extraordinary circumstances, application for extension may be made to the Senate.

### **Graduation Deadlines**

Because “STEP 6: The Final Stages” requires the approval of the Board of Post Graduate Studies, the University Senate and the University Librarian, the student must recognize that these boards only meet at regularly scheduled (usually monthly) times and not at times convenient to the student. The following deadlines have been put in place to assist the student to complete the process in a timely fashion.

<b>Time Prior to Graduation</b>	<b>Event</b>
12 months	The concept paper must be approved by the department and the allocation of supervisors.
11 months	The supervisors’ approval for the proposal to go to a peer-review colloquium.
11 ½ months	The supervisors’ approval for the proposal to proceed to the PGS Panel.
10 months	The oral presentation of the proposed research before the PGS Panel.
9 months	The approval by the department of any corrections subsequent to the PGS Panel and approval of the BOPGS.
8 months	Securing the appropriate research permits.
7 months	Field research for empirical work.
5 months	The supervisors’ approval of the thesis for the PGS Panel.
4 months	The oral defence of the thesis before the Post Graduate Research Panel.
3 ½ months	Any corrections of the work must be completed

and verified by the supervisors and the department.

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3 months	The Office of the PGS approves the thesis for the review of the BOPGS.
2 months	Senate's final approval
1 month	Department's printing and binding of the copies of the thesis/ dissertation



# APPENDICES

## **GUIDELINES FOR MASTER’S CONCEPT PAPER: Empirical Research**

A concept paper is a short summary of your intended research which will give the department an idea of the area of your research interest before writing your research proposal. It explains why the research must be done, where, and how it will be done. You are encouraged to research an area that you are passionate about. The coordinator of your programme will determine the number of pages. The outlines of the concept paper for empirical research should be as follows:

**1. Title of Proposed Study**

**2. Background to the Study** (Summarize what you have read that has had an impact on your thinking about the topic. It should begin globally then regionally and finally locally.)

**3. Statement of the Problem** (What is the gap in knowledge you are trying to fill? Why does this research need to be done?)

**4. Objectives of the Study** (What does the study hope to achieve? Have no more than four objectives. *Use measurable verbs that will be analyzable.*)

**5. Questions and/or Hypotheses.** (Questions in relation to objectives and/or the guess you are going to test)

**6. Literature Review:** What literature do you intend to review and why? Just a very brief summary from global to regional)

**7. Theoretical Framework** (What theory(s) will you use in analyzing your material? Why those theories/that theory? Very brief)

**8. Conceptual Framework** (Diagrammatic representation of the relationships among concepts and variables)

**9. Proposed Research Design, Methods/Procedures** (This answers the question, “How will you conduct the study?” *This section is the science of your research. Your voice should be heard here.*)

**10. References (APA format)**

## **GUIDELINES FOR MASTER’S CONCEPT PAPER: Theoretical Research**

A concept paper is a short summary of your intended research which will give the department an idea of the area of your research interest before writing your research proposal. It explains why the research must be done, where, and how it will be done. You are encouraged to research an area that you are passionate about. The coordinator of your programme will determine the number of pages. The outlines of the concept paper for theoretical research should be as follows:

**1. Title of the Proposed Study**

**2. Introduction and Background to the Study:** Provide an introduction and background to the subject. Summarize what you have read that has had an impact on your thinking about the topic.

**3. Statement of the Problem:** State the problem that will be addressed in the research. Though you have not completed a review of the literature and cannot accurately answer the following question, attempt to answer it based on your current knowledge of the literature in the field: What is the gap in knowledge you are trying to fill? Why does this research need to be done?

**4. Purpose of the Study:** In one concise declarative sentence, state the purpose of the study.

**5. Literature Review:** Discuss your informed knowledge of the literature on the topic. The literature review should discuss the primary and secondary data and distinguish clearly between them for the purposes of your research. Identify any repositories or archives to be consulted.

**6. Proposed Methodology:** Identify clearly the discipline of study and the method of study. Discuss some of the various approaches which might be taken to the topic and their possibilities and pitfalls. Answer the following question: “How will you conduct the study?”

**7. Proposed Outline:** Present a proposed detailed outline of the thesis, including a discussion of the proposed unfolding development of the work. How do you anticipate the thesis to develop?

**8. Hypothesis and Outcomes:** While your hypothesis may change several times in the course of the research as you conduct an inductive study of the primary data, you nevertheless have a supposition about your topic. State clearly what you hypothesize about your study. Discuss the anticipated outcomes and contributions that you will make to the field of study.

**9. Bibliography:** In Turabian format, provide a comprehensive list (at least as comprehensive as can be at this juncture) of the literature of the resources that you will consult in the course of your studies.

# POSTGRADUATE SUPERVISOR ALLOCATION FORM

The student must have completed a minimum number of units for the degree programme which is \_\_\_\_\_ in order to begin the research for the thesis.

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Campus: \_\_\_\_\_ Mobile No.: \_\_\_\_\_ E-mail: \_\_\_\_\_

Area of Concentration: \_\_\_\_\_

Proposed Topic of Study:

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Proposed Supervisor's Name: \_\_\_\_\_

Supervisor's Area of Expertise: \_\_\_\_\_

Mobile No.: \_\_\_\_\_ E-mail: \_\_\_\_\_

Proposed Supervisor's Name: \_\_\_\_\_

Supervisor's Area of Expertise:  
\_\_\_\_\_

Mobile No.: \_\_\_\_\_ E-mail: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_ Signature of Supervisor: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

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For Official Use Only

Comment from the Programme Coordinator:

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Signature of the Chair: \_\_\_\_\_ Stamp and Date: \_\_\_\_\_



Appointment Letter written:  Yes  No



## MONTHLY REPORT OF THE RESEARCH STUDENT

(This is a sample form. The form will be submitted electronically to the dean or programme coordinator)

<b>Name:</b>	<b>Email:</b>
<b>Registration Number:</b>	<b>School/Faculty:</b>
<b>Year of Admission:</b>	<b>Department:</b>
<b>Mobile Number:</b>	<b>Month of Report:</b>
<b>First Supervisor:</b>	<b>Second Supervisor:</b>

<b>Research Report:</b>
<i>Title of thesis:</i>
<i>Summary of work completed:</i>
<i>Remaining work to be completed:</i>
<i>Challenges which have arisen:</i>
<i>Publications (indicate the title and the anticipated/actual publication date for all publications – not just for this month):</i>
<i>Peer review (indicate the date and title of any and all peer reviews – not just for this month):</i>

## First Supervisor Evaluation

(tick the box to the left of the best response)

Availability	<input type="checkbox"/>	fortnightly	<input type="checkbox"/>	monthly	<input type="checkbox"/>	quarterly	<input type="checkbox"/>	not at all
Feedback content	<input type="checkbox"/>	very insightful	<input type="checkbox"/>	useful	<input type="checkbox"/>	minimal	<input type="checkbox"/>	not useful
Research guidance	<input type="checkbox"/>	very insightful	<input type="checkbox"/>	useful	<input type="checkbox"/>	minimal	<input type="checkbox"/>	not useful
Mastery of topic content	<input type="checkbox"/>	very insightful	<input type="checkbox"/>	useful	<input type="checkbox"/>	minimal	<input type="checkbox"/>	not useful
Quality of interaction	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	moderate	<input type="checkbox"/>	unsatisfactory
Comments:								

## Second Supervisor Evaluation

(tick the box to the left of the best response)

Availability	<input type="checkbox"/>	fortnightly	<input type="checkbox"/>	monthly	<input type="checkbox"/>	quarterly	<input type="checkbox"/>	not at all
Feedback content	<input type="checkbox"/>	very insightful	<input type="checkbox"/>	useful	<input type="checkbox"/>	minimal	<input type="checkbox"/>	not useful
Research guidance	<input type="checkbox"/>	very insightful	<input type="checkbox"/>	useful	<input type="checkbox"/>	minimal	<input type="checkbox"/>	not useful
Mastery of topic content	<input type="checkbox"/>	very insightful	<input type="checkbox"/>	useful	<input type="checkbox"/>	minimal	<input type="checkbox"/>	not useful
Quality of interaction	<input type="checkbox"/>	very good	<input type="checkbox"/>	satisfactory	<input type="checkbox"/>	moderate	<input type="checkbox"/>	unsatisfactory
Comments:								

\_\_\_\_\_  
(Student's signature)

\_\_\_\_\_  
Date

## **REPORT OF THE SUPERVISORS ON THE POSTGRADUATE STUDENT'S PROGRESS**

(The report will be completed electronically. This is only a sample form.)

<b>Name of the Student</b>	
<b>Student ID</b>	
<b>Title of the Research</b>	
<b>Date of the Report</b>	
<b>Name of the Supervisors</b>	1) 2)
<b>Dates of Interaction</b>	dd/mm/yy dd/mm/yy
<b>Comments on the Student's Progress/Activity/Behaviour</b>	



## PROPOSAL EVALUATION FORM: Master's Level: Empirical Research

Student Name: \_\_\_\_\_

Student ID No: \_\_\_\_\_

Degree Programme: \_\_\_\_\_

Thesis Title: \_\_\_\_\_

Criterion (Place the score for each criterion in the blank provided)	Assessment of Criteria				
	0 to 2 points Not Satisfactory	3 to 4 points Below Average	5 to 6 points Average	7 to 8 points Very Good	9 to 10 points Excellent
<b>Topic</b> _____	Unoriginal and routine	Conventional	Interesting and linked to earlier research.	Appropriate for the level of studies.	Appropriate and relevant for the level of studies.
<b>Background</b> _____	Inappropriate for the level of study	Weak for the level of study and/or lacks clarity	Appropriate for the level of study; lacks specificity	Appropriate for level of studies, defined sufficiently	Appropriate for level of studies/Well defined
<b>Problem</b> _____	Deficient and incoherent	Confusing and unsatisfactory	Satisfactory justification	Good justification	Stated clearly/ Strong justification
<b>Purpose</b> _____	Purpose/scope poorly defined or not limited accurately.	Purpose/scope defined generally	Purpose presented, defined and scope limited appropriately.	Presented, defined and scope limited very well.	Presented, defined and scope limited excellently
<b>Research Qs/Hypothesis</b> _____	Poorly stated research questions/hypothesis; inappropriate for the level of study	Research questions/hypothesis lack clarity or are weak	Appropriate for the level of study; lack specificity	Specifically stated research questions and hypothesis/appropriate for level of study, defined sufficiently	Specifically stated research questions and hypothesis/appropriate for level of study, well defined
<b>Literature Review</b> _____	Fails to cite or assimilate major works Does not analyse the literature in light of the purpose.	The critical approach is missing in a few places. Relatively small number of sources.	Cites the major works and analyses them in light of the purpose of the research. Sources reasonably thorough and used appropriately	Demonstrates awareness of the major works in light of the purpose of the research Identification of research gap Skilful use of sources	Demonstrates awareness of major contributions and clear identification of a research gap Appropriate integration of information by a critical use of the sources.
<b>Research Design/Methods of Data Collection</b> _____	Inappropriate for the study or its treatment is weak. No demonstration of understanding the method.	Appropriate, but the use is somewhat mechanical. Data is suited to the purpose. The design or method of the data collection demonstrates certain weaknesses.	Described and validated well/ Some justification for the selection is given. Data collection is adequate and suited to the purpose/ Research follows the chosen method.	Described and validated well. Data suits the research purpose. Skilful treatment of the data The choice of the method is well justified and method expertise is good.	Clear understanding and proper use of methodology demonstrated Choice is described and validated thoroughly through identification of the relevant strengths/ weaknesses of the various methods Superior understanding and expertise



<b>Sampling Procedures/ Research Instruments</b>	Sampling procedures and research instruments are inappropriate	Sampling procedures and research instruments lack clarity or are weak	Sampling procedures and research instruments are appropriate, need clarity	Sampling procedures and research instruments are appropriate and clearly defined	Sampling procedures and research instruments demonstrate a superior application of research theory.
<b>Writing</b>	Significant portions hard to understand/ numerous errors. Writing hinders understanding Resources not referenced to the standard form.	Mostly coherent presentation Sections of the research unclear Resources not referenced to the standard form.	Coherent presentation Limited grammatical errors, typos, and formatting errors of citations, referencing, and other matters of form.	Clear and concise ideas Proper format of citations, referencing and other matters of form	Exceptional expression of clear and concise ideas Proper format of citations, referencing and other matters of form.
<b>Defence</b>	Too much or too little detail Unclear purpose and conclusions Difficulty in responding to questions and conversing about the topic No demonstration of comprehensive knowledge of the subject matter.	Rambling narrative and conclusions Insufficient knowledge of the subject material shown by unclear and incomplete responses to questions	Solid presentation with coherent narrative and conclusions. Comprehensive knowledge of the subject material, though responses to questions are not clear and complete.	Engaging, polished presentation with slides that illustrate key points and emphasize conclusions Very good responses to questions Comprehensive knowledge of the subject matter.	Engaging, polished presentation with well-crafted slides that illustrate key points and emphasize conclusions Accurate, clear, and complete responses to questions Comprehensive knowledge of the subject matter.
<b>_____ of 100</b>	<b>Comments</b>				
<b>TOTAL</b> (in the space above give the total of all the criterion)					

**Mark:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Assessor's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>CONCLUDING ASSESSMENT</b> (tick the appropriate box)			
<b>FAILURE</b> 0-52%	<b>RESUBMIT</b> 53-59%	<b>PASS</b> 60-69%	<b>PASS WITH DISTINCTION</b> 70-100%



## PROPOSAL EVALUATION FORM: *Master's Level: Theoretical Research*

**Student Name:** \_\_\_\_\_  
**Student ID No:** \_\_\_\_\_  
**Degree Programme:** \_\_\_\_\_  
**Thesis Title:** \_\_\_\_\_

<b>Criterion</b> (Place the score for each criterion in the blank provided)	<b>Assessment of Criteria</b>				
	<b>0 to 2 points</b> <b>Not Satisfactory</b>	<b>3 to 4 points</b> <b>Below Average</b>	<b>5 to 6 points</b> <b>Average</b>	<b>7 to 8 points</b> <b>Very Good</b>	<b>9 to 10 points</b> <b>Excellent</b>
<b>Topic</b> _____	Unoriginal and routine	Conventional	Interesting and linked to earlier research.	Innovative and challenging/ Appropriate for the level of studies.	Appropriate and relevant for the level of studies.
<b>Problem and Setup</b> _____	Deficient and incoherent	Confusing and unsatisfactory	Satisfactory justification	Good justification	Stated clearly/ Strong justification
<b>Purpose</b> _____	Poorly defined or not limited accurately.	Defined generally	Presented, defined and limited appropriately.	Presented, defined and limited very well.	Presented, defined and limited excellently
<b>Methodology</b> _____	Inappropriate for the study or its treatment is weak. No demonstration of understanding the method.	Appropriate, but the use is somewhat mechanical. Data is suited to the purpose. The treatment of the data demonstrates certain weaknesses.	Described and validated well/ Some justification for the selection is given. Data is adequate and suited to the purpose/ Research follows the chosen method.	Described and validated well. Data suits the research purpose. Skilful treatment of the data The choice of the method is well justified and method expertise is good.	Clear understanding and proper use of methodology demonstrated Choice is described and validated thoroughly through identification of the relevant strengths/ weaknesses of the various methods Superior understanding and expertise
<b>Development</b> _____	Weak or incoherent order.	Somewhat satisfactory but disjointed and/or unconnected.	Demonstrates mastery of the topic.	Very good organization Solid treatment	Clear organization Orderly presentation Thorough treatment

<b>Literature Review</b> —	Fails to cite or assimilate major works Does not analyse the literature in light of the purpose.	The critical approach is missing in a few places. Relatively small number of sources.	Cites the major works and analyses them in light of the purpose of the research. Sources reasonably thorough and used appropriately	Demonstrates awareness of the major works in light of the purpose of the research Identification of research gap Skilful use of sources	Demonstrates awareness of major contributions and clear identification of a research gap Appropriate integration of information by a critical use of the sources.
<b>Writing</b> —	Significant portions hard to understand/ numerous errors. Writing hinders understanding Resources not referenced to the standard form.	Mostly coherent presentation Sections of the research unclear Resources not referenced to the standard form.	Coherent presentation Limited grammatical errors, typos, and formatting errors of citations, referencing and other matters of form.	Clear and concise ideas Proper format of citations, referencing and other matters of form	Exceptional expression of clear and concise ideas Proper format of citations, referencing and other matters of form.
<b>Defence</b> —	Too much or too little detail Unclear purpose and conclusions Difficulty in responding to questions and conversing about the topic No demonstration of comprehensive knowledge of the subject matter.	Rambling narrative and conclusions Insufficient knowledge of the subject material shown by unclear and incomplete responses to questions	Solid presentation with coherent narrative and conclusions. Comprehensive knowledge of the subject material, though responses to questions are not clear and complete.	Engaging, polished presentation that illustrate key points and emphasizes conclusions Very good responses to questions Comprehensive knowledge of the subject matter.	Engaging, polished presentation that illustrates key points and emphasizes conclusions Accurate, clear, and complete responses to questions Comprehensive knowledge of the subject matter.
<b>___ of 80</b>	<b>Comments</b>				
<b>TOTAL</b> (in the space above give the total of all the criterion)					

**Mark:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Assessor's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>CONCLUDING ASSESSMENT</b> (tick the appropriate box)			
FAILURE/ RESUBMIT 0-52% (0-41 points)	PASS MAJOR CHANGES 53-59% (42-47 points)	PASS MINOR CHANGES 60-69% (48-55 points)	PASS WITH DISTINCTION 70-100% (56-80 points)



## THESIS EVALUATION FORM: *Master's Level: Empirical Research*

Student Name: \_\_\_\_\_

Student ID No: \_\_\_\_\_

Degree Programme: \_\_\_\_\_

Thesis Title: \_\_\_\_\_

Criterion (Place the score for each criterion in the blank provided)	Assessment of Criteria				
	0 to 2 points Not Satisfactory	3 to 4 points Below Average	5 to 6 points Average	7 to 8 points Very Good	9 to 10 points Excellent
<b>Topic</b>	Unoriginal and routine	Conventional	Interesting and linked to earlier research.	Appropriate for the level of studies.	Appropriate and relevant for the level of studies.
<b>Research Context</b>	Inappropriate for the level of study	Weak for the level of study and/or lacks clarity	Appropriate for the level of study; lacks specificity	Appropriate for level of studies, defined sufficiently	Appropriate for level of studies/Well defined
<b>Problem</b>	Deficient and incoherent	Confusing and unsatisfactory	Satisfactory justification	Good justification	Stated clearly/ Strong justification
<b>Purpose</b>	Poorly defined or not limited accurately.	Defined generally	Presented, defined and limited appropriately.	Presented, defined and limited very well.	Presented, defined and limited excellently
<b>Research Qs/Hypothesis</b>	Poorly stated research questions/hypothesis; inappropriate for the level of study	Research questions/ hypothesis lack clarity or are weak	Appropriate for the level of study; lack specificity	Specifically stated research questions and hypothesis/appropriate for level of study, defined sufficiently	Specifically stated research questions and hypothesis/appropriate for level of study, well defined
<b>Literature Review</b>	<p>Fails to cite or assimilate major works</p> <p>Does not analyse the literature in light of the purpose.</p>	<p>The critical approach is missing in a few places.</p> <p>Relatively small number of sources.</p>	<p>Cites the major works and analyses them in light of the purpose of the research.</p> <p>Sources reasonably thorough and used appropriately</p>	<p>Demonstrates awareness of the major works in light of the purpose of the research</p> <p>Identification of research gap</p> <p>Skilful use of sources</p>	<p>Demonstrates awareness of major contributions and clear identification of a research gap</p> <p>Appropriate integration of information by a critical use of the sources.</p>
<b>Research Design/Methods of Data Collection</b>	Inappropriate for the study or its treatment is weak. No demonstration of understanding the method.	<p>Appropriate, but the use is somewhat mechanical.</p> <p>Data is suited to the purpose. The design or method of the data collection demonstrates certain weaknesses.</p>	<p>Described and validated well/</p> <p>Some justification for the selection is given.</p> <p>Data collection is adequate and suited to the purpose/ Research follows the chosen method.</p>	<p>Described and validated well.</p> <p>Data suits the research purpose. Skilful treatment of the data</p> <p>The choice of the method is well justified and method expertise is good.</p>	<p>Clear understanding and proper use of methodology demonstrated</p> <p>Choice is described and validated thoroughly through the identification of the relevant strengths/ weaknesses of the various methods</p> <p>Superior understanding and expertise</p>
<b>Sampling Procedures/ Research Instruments</b>	Sampling procedures and research instruments are inappropriate	Sampling procedures and research instruments lack clarity or are weak	Sampling procedures and research instruments are appropriate, need clarity	Sampling procedures and research instruments are appropriate and clearly defined	Sampling procedures and research instruments demonstrate a superior application of research theory.

<b>Data Collection</b> _____	Lacks thoroughness	Gaps exist in the collection of data	Demonstrates adequate thoroughness	Very good thoroughness	Demonstrates superior thoroughness
<b>Interpretation of Data</b> _____	Fails to interpret data correctly Does not analyse the data consistent with the methodology	Lacking good interpretation of the data Poor consistency with the research design	Good interpretation of the data Good consistency with the research design	Very good analysis of data Demonstrates very good consistency with research design	Excellent analysis of data Demonstrates superior consistency with research design
<b>Hypothesis/ Objectives Acc.</b> _____	Fails to test the hypothesis Fails to accomplish objectives	Hypothesis test unclear Accomplishment of objectives is weak	Hypothesis tested but stated unclearly Good accomplishment of objectives but unclearly stated	Hypothesis justifiably tested Objectives accomplished in a superior manner	Hypothesis definitively tested Objectives clearly accomplished in an excellent manner
<b>Conclusion</b> _____	Inconsistencies and weaknesses in development Lightweight and incoherent conclusions	Evidence of a good design/ minor deficiencies in development Slightly disjointed discussion and conclusions Weakly justified observations	Clear development Reasonably fluent text Good standard of conclusions	Clear and logical development that leads to the conclusion. Clear and well-argued conclusions	Clear and logical development that leads to the conclusion. Conclusions reveal innovativeness and expert knowledge
<b>Writing</b> _____	Significant portions hard to understand/ numerous errors. Writing hinders understanding Resources not referenced to the standard form.	Mostly coherent presentation Sections of the research unclear Resources not referenced to the standard form.	Coherent presentation Limited grammatical errors, typos, and formatting errors of citations, referencing and other matters of form.	Clear and concise ideas Proper format of citations, referencing and other matters of form	Exceptional expression of clear and concise ideas Proper format of citations, referencing and other matters of form.
<b>Defence</b> _____	Too much or too little detail Unclear purpose and conclusions Difficulty in responding to questions and conversing about the topic No demonstration of comprehensive knowledge of the subject matter.	Rambling narrative and conclusions Insufficient knowledge of the subject material shown by unclear and incomplete responses to questions	Solid presentation with coherent narrative and conclusions. Comprehensive knowledge of the subject material, though responses to questions are not clear and complete.	Engaging, polished presentation with slides that illustrate key points and emphasize conclusions Very good responses to questions Comprehensive knowledge of the subject matter.	Engaging, polished presentation with well-crafted slides that illustrate key points and emphasize conclusions Accurate, clear, and complete responses to questions Comprehensive knowledge of the subject matter.
_____ of 140	<b>Comments</b>				
<b>TOTAL</b> (in the space above give the total of all the criterion)					

**Mark:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Assessor's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>CONCLUDING ASSESSMENT</b> (tick the appropriate box)			
<b>FAILURE</b> 0-52% (0-73 points)	<b>RESUBMIT</b> 53-59% (74-83 points)	<b>PASS</b> 60-69% (84-97 points)	<b>PASS WITH DISTINCTION</b> 70-100% (98-140 points)



## THESIS EVALUATION FORM: *Master's Level: Theoretical Research*

**Student Name:** \_\_\_\_\_  
**Student ID No:** \_\_\_\_\_  
**Degree Programme:** \_\_\_\_\_  
**Thesis Title:** \_\_\_\_\_

Criterion (Place the score for each criterion in the blank provided)	Assessment of Criteria				
	0 to 2 points Not Satisfactory	3 to 4 points Below Average	5 to 6 points Average	7 to 8 points Very Good	9 to 10 points Excellent
<b>Topic</b> _____	Unoriginal and routine	Conventional	Interesting and linked to earlier research.	Innovative and challenging/ Appropriate for the level of studies.	Appropriate and relevant for the level of studies.
<b>Problem and Setup</b> _____	Deficient and incoherent	Confusing and unsatisfactory	Satisfactory justification	Good justification	Stated clearly/ Strong justification
<b>Purpose</b> _____	Poorly defined or not limited accurately.	Defined generally	Presented, defined and limited appropriately.	Presented, defined and limited very well.	Presented, defined and limited excellently
<b>Methodology</b> _____	Inappropriate for the study or its treatment is weak. No demonstration of understanding the method.	Appropriate, but the use is somewhat mechanical. Data is suited to the purpose. The treatment of the data demonstrates certain weaknesses.	Described and validated well/ Some justification for the selection is given. Data is adequate and suited to the purpose/ Research follows the chosen method.	Described and validated well. Data suits the research purpose. Skilful treatment of the data The choice of the method is well justified and method expertise is good.	Clear understanding and proper use of methodology demonstrated Choice is described and validated thoroughly through identification of the relevant strengths/ weaknesses of the various methods Superior understanding and expertise
<b>Development</b> _____	Weak or incoherent order.	Somewhat satisfactory but disjointed and/or unconnected.	Demonstrates a mastery of the topic.	Very good organization Solid treatment	Clear organization Orderly presentation Thorough treatment
<b>Literature Review</b> _____	Fails to cite or assimilate major works Does not analyse the literature in light of the purpose.	The critical approach is missing in a few places. Relatively small number of sources.	Cites the major works and analyses them in light of the purpose of the research. Sources reasonably thorough and used appropriately	Demonstrates awareness of the major works in light of the purpose of the research Identification of research gap Skilful use of sources	Demonstrates awareness of major contributions and clear identification of a research gap Appropriate integration of information by a critical use of the sources.
<b>Discussion</b> _____	Incoherent logic Unsupported claims Weak justification Little anticipation of or insufficiently addressed rebuttals	Evident logic, but insufficient support for claims Unclear justification Coherent text, but inadequate response to potential rebuttals	Good logic and flow Sufficiently supported claims with reasons, evidence and warrants. Attempts to address the anticipated rebuttals.	Very good logic Well supported claims with reasons, evidence and warrants. Solid treatment of anticipated rebuttals.	Excellent logic Well supported claims with reasons, evidence and warrants. Thoroughgoing treatment of the anticipated rebuttals.

<b>Conclusion</b> —	Inconsistencies and weaknesses in development Lightweight and incoherent conclusions	Evidence of a good design/ minor deficiencies in development Slightly disjointed discussion and conclusions Weakly justified observations	Clear development Reasonably fluent text Good standard of conclusions	Clear and logical development that leads to the conclusion. Clear and well-argued conclusions	Clear and logical development that leads to the conclusion. Conclusions reveal innovativeness and expert knowledge
<b>Writing</b> —	Significant portions hard to understand/ numerous errors. Writing hinders understanding Resources not referenced to the standard form.	Mostly coherent presentation Sections of the research unclear Resources not referenced to the standard form.	Coherent presentation Limited grammatical errors, typos, and formatting errors of citations, referencing and other matters of form.	Clear and concise ideas Proper format of citations, referencing and other matters of form	Exceptional expression of clear and concise ideas Proper format of citations, referencing and other matters of form.
<b>Defence</b> —	Too much or too little detail Unclear purpose and conclusions Difficulty in responding to questions and conversing about the topic No demonstration of comprehensive knowledge of the subject matter.	Rambling narrative and conclusions Insufficient knowledge of the subject material shown by unclear and incomplete responses to questions	Solid presentation with coherent narrative and conclusions. Comprehensive knowledge of the subject material, though responses to questions are not clear and complete.	Engaging, polished presentation that illustrates key points and emphasizes conclusions Very good responses to questions Comprehensive knowledge of the subject matter.	Engaging, polished presentation that illustrates key points and emphasizes conclusions Accurate, clear, and complete responses to questions Comprehensive knowledge of the subject matter.
<b>_____ of 100</b>	<b>Comments</b>				
<b>TOTAL</b> (in the space above give the total of all the criterion)					

**Mark:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Assessor's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>CONCLUDING ASSESSMENT</b> (tick the appropriate box)			
FAILURE/ RESUBMIT 0-52% (0-26 points)	PASS MAJOR CHANGES 53-59% (27-29 points)	PASS MINOR CHANGES 60-69% (30-34 points)	PASS WITH DISTINCTION 70-100% (35-50 points)



## PROPOSAL EVALUATION FORM: *Doctoral Level: Empirical Research*

**Student Name:** \_\_\_\_\_  
**Student ID No:** \_\_\_\_\_  
**Degree Programme:** \_\_\_\_\_  
**Thesis Title:** \_\_\_\_\_

Criterion <small>(Place the score for each criterion in the blank provided)</small>	Assessment of Criteria				
	0 to 2 points Not Satisfactory	3 to 4 points Below Average	5 to 6 points Average	7 to 8 points Very Good	9 to 10 points Excellent
<b>Topic</b> _____	Unoriginal and routine	Conventional	Interesting and linked to earlier research.	Appropriate for the level of studies.	Innovative and challenging/ Appropriate and relevant for the level of studies.
<b>Background</b> _____	Inappropriate for the level of study	Weak for the level of study and/or lacks clarity	Appropriate for the level of study; lacks specificity	Appropriate for level of studies, defined sufficiently	Appropriate for level of studies/Well defined
<b>Problem</b> _____	Deficient and incoherent	Confusing and unsatisfactory	Satisfactory justification	Good justification	Stated clearly/ Strong justification
<b>Purpose</b> _____	Poorly defined or not limited accurately.	Defined generally	Presented, defined and scope limited appropriately.	Presented, defined and scope limited very well.	Presented, defined and scope limited excellently
<b>Research Qs/ Hypothesis</b> _____	Poorly stated research questions/hypothesis; inappropriate for the level of study	Research questions/ hypothesis lack clarity or are weak	Appropriate for the level of study; lack specificity	Specifically stated research questions and hypothesis/ appropriate for the level of study, defined sufficiently	Specifically stated research questions and hypothesis/appropriate for the level of study, well defined
<b>Literature Review</b> _____	Fails to cite or assimilate major works Does not analyse the literature in light of the purpose.	The critical approach is missing in a few places. Relatively small number of sources.	Cites the major works and analyses them in light of the purpose of the research. Sources reasonably comprehensive and used appropriately	Comprehensive analysis of the major works in light of the purpose of the research Identification of research gap Skilful use of sources	Comprehensive and thorough analysis of the literature and clear identification of a research gap Appropriate integration of information by a critical use of the sources.
<b>Research Design/ Methods of Data Collection</b> _____	Inappropriate for the study or its treatment is weak. No demonstration of understanding the method.	Appropriate, but the use is somewhat mechanical. Data is suited to the purpose. The design or method of the data collection demonstrates certain weaknesses.	Described and validated well/ Some justification for the selection is given. Data collection is adequate and suited to the purpose/ Research follows the chosen method.	Described and validated well. Data suits the research purpose. Skilful treatment of the data The choice of the method is well justified and method expertise is good.	Clear understanding and proper use of methodology demonstrated Choice is described and validated thoroughly through the identification of the relevant strengths/ weaknesses of the various methods Deep understanding and expertise



<b>Sampling Procedures/ Research Instruments</b>	Sampling procedures and research instruments are inappropriate	Sampling procedures and research instruments lack clarity or are weak	Sampling procedures and research instruments are appropriate, need clarity	Sampling procedures and research instruments are appropriate and clearly defined	Sampling procedures and research instruments demonstrate a superior application of research theory.
<b>Writing</b>	Significant portions hard to understand/ numerous errors. Writing hinders understanding Resources not referenced to the standard form.	Mostly coherent presentation Sections of the research unclear Resources not referenced to the standard form.	Coherent presentation Limited grammatical errors, typos, and formatting errors of citations, referencing and other matters of form.	Clear and concise ideas Proper format of citations, referencing and other matters of form	Exceptional expression of clear and concise ideas Proper format of citations, referencing and other matters of form.
<b>Defence</b>	Too much or too little detail Unclear purpose and conclusions Difficulty in responding to questions and conversing about the topic No demonstration of comprehensive knowledge of the subject matter.	Rambling narrative and conclusions Insufficient knowledge of the subject material shown by unclear and incomplete responses to questions	Solid presentation with coherent narrative and conclusions. Comprehensive knowledge of the subject material, though responses to questions are not clear and complete.	Engaging, polished presentation with slides that illustrate key points and emphasize conclusions Very good responses to questions Comprehensive knowledge of the subject matter.	Engaging, polished presentation with well-crafted slides that illustrate key points and emphasize conclusions Accurate, clear, and complete responses to questions Comprehensive knowledge of the subject matter.
<b>_____ of 100</b>	<b>Comments</b>				
<b>TOTAL</b> (in the space above give the total of all the criterion)					

**Mark:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Assessor's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>CONCLUDING ASSESSMENT</b> (tick the appropriate box)			
<b>FAILURE/ RESUBMIT</b> 0-52%	<b>PASS MAJOR CHANGES</b> 53-59%	<b>PASS MINOR CHANGES</b> 60-69%	<b>PASS WITH DISTINCTION</b> 70-100%



## PROPOSAL EVALUATION FORM: Doctoral Level: Theoretical Research

**Student Name:** \_\_\_\_\_  
**Student ID No:** \_\_\_\_\_  
**Degree Programme:** \_\_\_\_\_  
**Thesis Title:** \_\_\_\_\_

Criterion (Place the score for each criterion in the blank provided)	Assessment of Criteria				
	0 to 2 points Not Satisfactory	3 to 4 points Below Average	5 to 6 points Average	7 to 8 points Very Good	9 to 10 points Excellent
<b>Topic</b> _____	Unoriginal and routine	Conventional	Interesting and linked to earlier research.	Innovative and challenging/ Appropriate for the level of studies.	Innovative and challenging/ Appropriate and relevant for the level of studies.
<b>Problem and Setup</b> _____	Deficient and incoherent	Confusing and unsatisfactory	Satisfactory justification	Good justification	Stated clearly/ Strong justification
<b>Purpose</b> _____	Poorly defined or not limited accurately.	Defined generally	Presented, defined and limited appropriately.	Presented, defined and limited very well.	Presented, defined and limited excellently
<b>Methodology</b> _____	Inappropriate for the study or its treatment is weak. No demonstration of understanding the method.	Appropriate, but the use is somewhat mechanical. Data is suited to the purpose. The treatment of the data demonstrates certain weaknesses.	Described and validated well/ Some justification for the selection is given. Data is adequate and suited to the purpose/ Research follows the chosen method.	Described and validated well. Data suits the research purpose. Skilful treatment of the data The choice of the method is well justified and method expertise is good.	Clear understanding and proper use of methodology demonstrated Choice is described and validated thoroughly through the identification of the relevant strengths/weaknesses of the various methods Deep understanding and expertise
<b>Development</b> _____	Weak or incoherent order.	Somewhat satisfactory but disjointed and/or unconnected.	Demonstrates mastery of the topic.	Very good organization Solid treatment	Clear organization Orderly presentation Thorough treatment
<b>Literature Review</b> _____	Fails to cite or assimilate major works Does not analyse the literature in light of the purpose.	The critical approach is missing in a few places. Relatively small number of sources.	Cites the major works and analyses them in light of the purpose of the research. Sources reasonably comprehensive and used appropriately	Comprehensive analysis of the major works in light of the purpose of the research Identification of research gap Skilful use of sources	Comprehensive and thorough analysis of the literature and clear identification of a research gap Appropriate integration of information by a critical use of the sources.

<b>Writing</b> —	Significant portions hard to understand/ numerous errors. Writing hinders understanding Resources not referenced to the standard form.	Mostly coherent presentation Sections of the research unclear Resources not referenced to the standard form.	Coherent presentation Limited grammatical errors, typos, and formatting errors of citations, referencing and other matters of form.	Clear and concise ideas Proper format of citations, referencing and other matters of form	Exceptional expression of clear and concise ideas Proper format of citations, referencing and other matters of form.
<b>Defence</b> —	Too much or too little detail Unclear purpose and conclusions Difficulty in responding to questions and conversing about the topic No demonstration of comprehensive knowledge of the subject matter.	Rambling narrative and conclusions Insufficient knowledge of the subject material shown by unclear and incomplete responses to questions	Solid presentation with coherent narrative and conclusions. Comprehensive knowledge of the subject material, though responses to questions are not clear and complete.	Engaging, polished presentation that illustrates key points and emphasizes conclusions Very good responses to questions Comprehensive knowledge of the subject matter.	Engaging, polished presentation that illustrates key points and emphasizes conclusions Accurate, clear, and complete responses to questions Comprehensive knowledge of the subject matter.
<b>___ of 80</b>	<b>Comments</b>				
<b>TOTAL</b> (in the space above give the total of all the criterion)					

**Mark:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Assessor's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>CONCLUDING ASSESSMENT</b> (tick the appropriate box)			
FAILURE/ RESUBMIT 0-52% (0-41 points)	PASS MAJOR CHANGES 53-59% (42-47 points)	PASS MINOR CHANGES 60-69% (48-55 points)	PASS WITH DISTINCTION 70-100% (56-80 points)



## THESIS EVALUATION FORM: *Doctoral* Level: *Empirical Research*

Student Name: \_\_\_\_\_

Student ID No: \_\_\_\_\_

Degree Programme: \_\_\_\_\_

Thesis Title: \_\_\_\_\_

Criterion (Place the score for each criterion in the blank provided)	Assessment of Criteria				
	0 to 2 points Not Satisfactory	3 to 4 points Below Average	5 to 6 points Average	7 to 8 points Very Good	9 to 10 points Excellent
<b>Topic</b> _____	Unoriginal and routine	Conventional	Interesting and linked to earlier research.	Appropriate for the level of studies.	Innovative and challenging/ Appropriate and relevant for the level of studies.
<b>Research Context</b> _____	Inappropriate for the level of study	Weak for the level of study and/or lacks clarity	Appropriate for the level of study; lacks specificity	Appropriate for the level of studies, defined sufficiently	Appropriate for the level of studies/Well defined
<b>Problem</b> _____	Deficient and incoherent	Confusing and unsatisfactory	Satisfactory justification	Good justification	Stated clearly/ Strong justification
<b>Purpose</b> _____	Poorly defined or not limited accurately.	Defined generally	Presented, defined and limited appropriately.	Presented, defined and limited very well.	Presented, defined and limited excellently
<b>Research Qs/ Hypothesis</b> _____	Poorly stated research questions/hypothesis; inappropriate for the level of study	Research questions/ hypothesis lack clarity or are weak	Appropriate for the level of study; lack specificity	Specifically stated research questions and hypothesis/appropriate for the level of study, defined sufficiently	Specifically stated research questions and hypothesis/appropriate for the level of study, well defined
<b>Literature Review</b> _____	Fails to cite or assimilate major works Does not analyse the literature in light of the purpose.	The critical approach is missing in a few places. Relatively small number of sources.	Cites the major works and analyses them in light of the purpose of the research. Sources reasonably comprehensive and used appropriately	Comprehensive analysis of the major works in light of the purpose of the research Identification of research gap Skilful use of sources	Comprehensive and thorough analysis of the literature and clear identification of a research gap Appropriate integration of information by a critical use of the sources.
<b>Research Design/ Methods of Data Collection</b> _____	Inappropriate for the study or its treatment is weak. No demonstration of understanding the method.	Appropriate, but the use is somewhat mechanical. Data is suited to the purpose. The design or method of the data collection demonstrates certain weaknesses.	Described and validated well/ Some justification for the selection is given. Data collection is adequate and suited to the purpose/ Research follows the chosen method.	Described and validated well. Data suits the research purpose. Skilful treatment of the data The choice of the method is well justified and method expertise is good.	Clear understanding and proper use of methodology demonstrated Choice is described and validated thoroughly through the identification of the relevant strengths/ weaknesses of the various methods Deep understanding and expertise

<b>Sampling Procedures/ Research Instruments</b>	Sampling procedures and research instruments are inappropriate	Sampling procedures and research instruments lack clarity or are weak	Sampling procedures and research instruments are appropriate, need clarity	Sampling procedures and research instruments are appropriate and clearly defined	Sampling procedures and research instruments demonstrate a superior application of research theory.
<b>Data Collection</b>	Lacks thoroughness	Gaps exist in the collection of data	Demonstrates adequate thoroughness	Very good thoroughness	Demonstrates superior thoroughness
<b>Interpretation of Data</b>	Fails to interpret data correctly Does not analyse the data consistent with the methodology	Lacking good interpretation of the data Poor consistency with the research design	Good interpretation of the data Good consistency with the research design	Very good analysis of data Demonstrates very good consistency with research design	Excellent analysis of data Demonstrates superior consistency with research design
<b>Conclusion</b>	Inconsistencies and weaknesses in development Lightweight and incoherent conclusions	Evidence of a good design/ minor deficiencies in development Slightly disjointed discussion and conclusions Weakly justified observations	Clear development Reasonably fluent text Good standard of conclusions	Clear and logical development that leads to the conclusion. Clear and well-argued conclusions	Clear and logical development that leads to the conclusion. Conclusions reveal innovativeness and expert knowledge
<b>Writing</b>	Significant portions hard to understand/ numerous errors. Writing hinders understanding Resources not referenced to the standard form.	Mostly coherent presentation Sections of the research unclear Resources not referenced to the standard form.	Coherent presentation Limited grammatical errors, typos, and formatting errors of citations, referencing and other matters of form.	Clear and concise ideas Proper format of citations, referencing and other matters of form	Exceptional expression of clear and concise ideas Proper format of citations, referencing and other matters of form.
<b>Defence</b>	Too much or too little detail Unclear purpose and conclusions Difficulty in responding to questions and conversing about the topic No demonstration of comprehensive knowledge of the subject matter.	Rambling narrative and conclusions Insufficient knowledge of the subject material shown by unclear and incomplete responses to questions	Solid presentation with coherent narrative and conclusions. Comprehensive knowledge of the subject material, though responses to questions are not clear and complete.	Engaging, polished presentation with slides that illustrate key points and emphasize conclusions Very good responses to questions Comprehensive knowledge of the subject matter.	Engaging, polished presentation with well-crafted slides that illustrate key points and emphasize conclusions Accurate, clear, and complete responses to questions Comprehensive knowledge of the subject matter.
<b>_____ of 130</b>	<b>Comments</b>				
<b>TOTAL</b> (in the space above give the total of all the criterion)					

**Mark:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Assessor's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>CONCLUDING ASSESSMENT</b> (tick the appropriate box)			
<b>FAILURE/ RESUBMIT</b> 0-52% (0-69 points)	<b>PASS MAJOR CHANGES</b> 53-59% (70-77points)	<b>PASS MINOR CHANGES</b> 60-69% (78-90 points)	<b>PASS WITH DISTINCTION</b> 70-100% (91-130 points)



## THESIS EVALUATION FORM: *Doctoral* Level: *Theoretical Research*

Student Name: \_\_\_\_\_  
 Student ID No: \_\_\_\_\_  
 Degree Programme: \_\_\_\_\_  
 Thesis Title: \_\_\_\_\_

Criterion (Place the score for each criterion in the blank provided)	Assessment of Criteria				
	0 to 2 points Not Satisfactory	3 to 4 points Below Average	5 to 6 points Average	7 to 8 points Very Good	9 to 10 points Excellent
<b>Topic</b> _____	Unoriginal and routine	Conventional	Interesting and linked to earlier research.	Innovative and challenging/ Appropriate for the level of studies.	Innovative and challenging/ Appropriate and relevant for the level of studies.
<b>Problem and Setup</b> _____	Deficient and incoherent	Confusing and unsatisfactory	Satisfactory justification	Good justification	Stated clearly/ Strong justification
<b>Purpose</b> _____	Poorly defined or not limited accurately.	Defined generally	Presented, defined and limited appropriately.	Presented, defined and limited very well.	Presented, defined and limited excellently
<b>Methodology</b> _____	Inappropriate for the study or its treatment is weak. No demonstration of understanding the method.	Appropriate, but the use is somewhat mechanical. Data is suited to the purpose. The treatment of the data demonstrates certain weaknesses.	Described and validated well/ Some justification for the selection is given. Data is adequate and suited to the purpose/ Research follows the chosen method.	Described and validated well. Data suits the research purpose. Skillful treatment of the data The choice of the method is well justified and method expertise is good.	Clear understanding and proper use of methodology demonstrated Choice is described and validated thoroughly through the identification of the relevant strengths/ weaknesses of the various methods Deep understanding and expertise
<b>Development</b> _____	Weak or incoherent order.	Somewhat satisfactory but disjointed and/or unconnected.	Demonstrates mastery of the topic.	Very good organization Solid treatment	Clear organization Orderly presentation Thorough treatment
<b>Literature Review</b> _____	Fails to cite or assimilate major works Does not analyse the literature in light of the purpose.	The critical approach is missing in a few places. Relatively small number of sources.	Cites the major works and analyses them in light of the purpose of the research. Sources reasonably comprehensive and used appropriately	Comprehensive analysis of the major works in light of the purpose of the research Identification of research gap Skillful use of sources	Comprehensive and thorough analysis of the literature and clear identification of a research gap Appropriate integration of information by a critical use of the sources.
<b>Discussion</b> _____	Incoherent logic Unsupported claims Weak justification Little anticipation of or insufficiently addressed rebuttals	Evident logic, but insufficient support for claims Unclear justification Coherent text, but inadequate response to potential rebuttals	Good logic and flow Sufficiently supported claims with reasons, evidence and warrants. Attempts to address the anticipated rebuttals.	Very good logic Well supported claims with reasons, evidence and warrants. Solid treatment of anticipated rebuttals.	Excellent logic Well supported claims with reasons, evidence and warrants. Thoroughgoing treatment of the anticipated rebuttals.

<b>Conclusion</b> —	Inconsistencies and weaknesses in development Lightweight and incoherent conclusions	Evidence of a good design/ minor deficiencies in development Slightly disjointed discussion and conclusions Weakly justified observations	Clear development Reasonably fluent text Good standard of conclusions	Clear and logical development that leads to the conclusion. Clear and well-argued conclusions	Clear and logical development that leads to the conclusion. Conclusions reveal innovativeness and expert knowledge
<b>Writing</b> —	Significant portions hard to understand/ numerous errors. Writing hinders understanding Resources not referenced to the standard form.	Mostly coherent presentation Sections of the research unclear Resources not referenced to the standard form.	Coherent presentation Limited grammatical errors, typos, and formatting errors of citations, referencing and other matters of form.	Clear and concise ideas Proper format of citations, referencing and other matters of form	Exceptional expression of clear and concise ideas Proper format of citations, referencing and other matters of form.
<b>Defence</b> —	Too much or too little detail Unclear purpose and conclusions Difficulty in responding to questions and conversing about the topic No demonstration of comprehensive knowledge of the subject matter.	Rambling narrative and conclusions Insufficient knowledge of the subject material shown by unclear and incomplete responses to questions	Solid presentation with coherent narrative and conclusions. Comprehensive knowledge of the subject material, though responses to questions are not clear and complete.	Engaging, polished presentation that illustrates key points and emphasizes conclusions Very good responses to questions Comprehensive knowledge of the subject matter.	Engaging, polished presentation that illustrates key points and emphasizes conclusions Accurate, clear, and complete responses to questions Comprehensive knowledge of the subject matter.
<b>___ of 100</b>	<b>Comments</b>				
<b>TOTAL</b> (in the space above give the total of all the criterion)					

**Mark:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Assessor's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>CONCLUDING ASSESSMENT</b>			
(tick the appropriate box)			
<b>FAILURE/ RESUBMIT 0-52%</b>	<b>PASS MAJOR CHANGES 53-59%</b>	<b>PASS MINOR CHANGES 60-69%</b>	<b>PASS WITH DISTINCTION 70-100%</b>

## POSTGRADUATE STUDIES PANEL ASSESSMENT SUMMARY SHEET

**DATE:** \_\_\_\_\_  
**STUDENT NAME:** \_\_\_\_\_  
**STUDENT ID:** \_\_\_\_\_  
**DEPARTMENT:** \_\_\_\_\_  
**TITLE:** \_\_\_\_\_  
 \_\_\_\_\_

Thank you for presenting your proposal/thesis to the Postgraduate Studies Panel. The panel has made a comprehensive audit of your work and has arrived at the following verdict:

<b>CONCLUDING ASSESSMENT</b>			
(tick the appropriate box)			
FAILURE/ RESUBMIT 0-52%	PASS MAJOR CHANGES 53-59%	PASS MINOR CHANGES 60-69%	PASS WITH DISTINCTION 70-100%

**Comments:**

<b>Panellists</b>	
<b>NAME/ROLE</b>	<b>SIGNATURE</b>



## PGS PANEL ATTENDANCE FORM

School/Department: \_\_\_\_\_ Date: \_\_\_\_\_ Venue: \_\_\_\_\_

LIST OF STUDENTS' THESES/PROJECTS EXAMINED				
	Student No.	Student Name	Thesis/Project Title	Signature
1				
2				
3				
4				
5				

LIST OF PANELLISTS		
Name of Panellist	Signature	Date

**Comment by Panel Chair:** I confirm that the panel met and that the following supervisors were in attendance: 1) \_\_\_\_\_ 2) \_\_\_\_\_

\_\_\_\_\_  
Name of Panel Chair                      Signature                      Date

\_\_\_\_\_  
Name of Dean/Chair                      Signature                      Date



## DECLARATION OF INTENT TO DEFEND RESEARCH

Students must declare their intent to defend their research thesis or project (proposal or final report prior to a scheduled defence date. This form must be completed by declaring a student and submitted to the departmental chair for approvals. A candidate who withdraws from a defence to which they had expressly consented will bear a surcharge of the total cost of arranging for such a defence.

I the undersigned do hereby affirm that it is my intent to defend my research on the scheduled defence date indicated below.

<b>Student's Name</b>	
<b>Student's ID</b>	
<b>Scheduled Defence Date</b>	
<b>Research Title</b>	
<b>School/Department</b>	
<b>Degree</b>	

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Approvals

**Programme Coordinator:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## CHANGE OF THESIS/PROJECT SUPERVISOR(S)

### Application Details

Student's name: .....

Reg. No: ..... Mobile No.: .....

Year of Admission: ..... School/Faculty: .....

Department: .....

Title of Thesis /Project: .....

S/No.	Student	Current Supervisor	Substituted Supervisor	Reason for Substitution	Remarks {Statement on the percentage of work covered so far}	
1.	NAME:  Reg. No.	1.				
		2.				

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**Submitted by:**

Head of Department

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Name

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Signature

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Date

**Recommended by:**

Dean of School/Faculty

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Name

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Signature

---

Date

**Approved by:**

DVC/Coordinator/Director

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Name

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Signature

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Date

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