KENYATTA UNIVERSITY

SCHOOL OF EDUCATION

GUIDELINES FOR WRITING ACADEMIC RESEARCH PROPOSALS AND THESES IN THE SCHOOL OF EDUCATION

JULY 2013
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NB// All students registered in the School of Education must adhere to the guidelines presented in this document and must make due reference in their proposal document (i.e… School of Education, Kenyatta University [2013].Revised proposal writing guidelines).Any other person may use aspects of this guideline to enhance their academic proposal writing skills without any obligations.

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PREPARATION TO CONDUCT RESEARCH IN THE SCHOOL OF EDUCATION

The concept paper

Before writing proposal write a concept paper

Content of concept paper

• Demonstrate the:
  (i) “what” (broad definition of research issue/problem)
  (ii) “Where” (location of research problem)
  (iii) “why” (overview justification of proposed study) and
  (iv) “how” (general explanation of research methodology)
• The concept paper should not exceed two pages - double spaced

PART I: PROPOSAL WRITING

1.0: Introduction and justification

Conducting educational research requires passion to solve problemsthat affect educational processes and outcomes, including content. Hence, writing research proposals in the area of education requires not just the passion but also specific knowledge and skills that would help guide the research process to its logical conclusion which entails making viable recommendations for resolving identified problems, based on research evidence adduced through credible methodologies, thus making a valuable contribution in the area of study. This revised edition of School of Education Proposal Writing Guidelines was prompted by the need to respond appropriately to education research students who require to be updated periodically with the necessary but up-to-date capabilities in proposal writing. In this context, the School of Education sought to achieve the following objectives through the revised version of the guidelines.

i) To enhance knowledge and skills inequality proposal writing and presentation, via benchmarking with the best practices globally.

ii) Address persistent challenges experienced by students, with regard to:
  ➢ Poorly focused proposal titles resulting in internal inconsistencies
  ➢ Unclear statement of the problem
  ➢ Poor articulation of theoretical framework
  ➢ Lack of precision in presenting the interacting variables through a conceptual framework
  ➢ Incoherent literature review not consistent with study objectives
  ➢ Unclear study design, methodology and choice of methods – especially methods of data analysis.
  ➢ Unsystematic referencing style

This revised version of proposal writing guidelines has addressed these shortfalls in a relatively easy fashion that students can follow in writing their proposals.

N.B: All education students have responsibility to work with their supervisor(s) in developing the research proposal beginning with the research title - all the way to the references and appendices.
PRELIMINARIES

a) How to present a proposal cover pager

The cover page must have the following components “centred on that page”:

(i) Title…
   a) Should not exceed 20 words
   b) Be clearly phrased living out words, phrases or clauses, which do not enhance the clarity
      of the title. E.g. A study of, articles such as “the…”, “A…”
   c) Avoid use of uncommon/unconventional and unnecessary abbreviations, repetitions….
   d) Do not begin titles with ambiguous phrases such as “Factors influencing…” Instead, state the actual/specific factors for the particular study e.g. economic, cultural, psychological, social etc.
   e) Bring out scope and key objective of the research (include site/locale of study, variables, target population, thus providing guidance on internal consistency of the study).

The box below presents an example of a 20-word research title reflecting points given above:

| Relationship between self-efficacy (independent variable) and academic achievement (dependent variables) among Form 4 students (population) in Kiambu County, Kenya (population) |

(ii) Student’s name–this should reflect the student’s registration e.g. KazunguMwanaishaKipusa

(iii) Student’s registration number – e.g. E55/… xxxx/2013

(iv) Department where student is registered e.g. Department of Special Needs Education

(v) Caption of degree for which proposal is made… i.e. A research proposal submitted in partial/fulfillment of the degree of Master of Education (or Doctor of Philosophy) in the School of Education

(vi) University name – Kenyatta University

(vii) Date (e.g. November, 2013).

b) Declaration page

The student must declare in writing the originality, intellectual honesty and anti-plagiarism for the work as follows:

I declare that this proposal is my original work and has not been presented in any other university/institution for consideration. This research proposal has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.
Signature __________________________ Date: __________________________
Name and Registration e.g. Wawire Halima Wanjiku
E55/9307 /2012

**Supervisors:** This proposal has been submitted for appraisal with our/my approval as University Supervisor(s).

Then the supervisor(s), sign above at least 2 of their names written in full, alongside their respective departments.

Signature __________________________ Date: __________________________
Prof. Adelaide C Kipkorir
Department XYZ

Signature __________________________ Date: __________________________
Prof. Ephraim K Wambogo
Department ABC

*N/B... *Avoid numbering of names of supervisors. Also avoid reference to 1st & 2nd supervisors.

(c) Abstract page
The abstract must be guided by the following requirements:

(i) Summary of the entire proposal including the contextualized statement of the problem, purpose of the study, research design and methodology, method of data analysis and justification of the study.

(ii) Should not exceed 500 words.

(iii) Should not have in-text referencing

(iv) Should be single spaced, one block paragraph and remain on one page

(d) Abbreviations and Acronyms page

(i) This should be included in the proposal when applicable

(ii) The abbreviation and acronyms should be arranged **alphabetically**

(iii) The abbreviations/acronyms should be **Capitalized** and separated from the text by 2 indentations of 5-point each

(iv) The corresponding explanatory text should be in **title case** and aligned to the left e.g.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
</tr>
<tr>
<td>WH</td>
<td>World Health Organisation</td>
</tr>
</tbody>
</table>
(e) Table of Contents page
This should be organized to match the headings and subheadings and page numbers up to maximum three (3) levels

PRESENTATION OF CHAPTERS
The following style should be followed:

CHAPTER ONE (this chapter number should stand alone)

INTRODUCTION (and Contextualization of the Study)… [e.g. the chapter title can be enhanced by including e.g. “background to the study”…]

1.0 Introduction
It should highlight key contents of the chapter. Provide concise and sequential details of specific content areas. E.g. This chapter entails XYZ, ABC, theoretical framework based on… etc

1.1 Background to the Study
• Create reader interest in the topic by providing a basis for your research issue and problem.
• Lay the broad foundation for the problem beginning from global perspective narrowing down to regional context and to the actual location of the study e.g. in precise place in Kenya,
• Frame the study within the larger context of the scholarly literature, and reach for a specific audience. Highlight the specific knowledge gaps that must lead logically to the statement of the problem in an ensuing sub-section.

1.2 Statement of the problem
• A problem statement points out the precise gap that exist in the literature, theory, or practice which the particular research will address (other gaps would be pointed out in the literature review chapter).
• The statement of the problem must entail a logical argument generated from preceding facts as articulated in the background section
• Always avoid in-text referencing characterized by cut-and-paste from background section
• It should be concise and not exceed 300 words.

It is important in a proposal that the problem stand out—that the reader can easily recognize it. Avoid the trap of obscure and poorly formulated problems that are masked in extended discussion.

1.2.1 Purpose (General objective)
• The purpose statement should provide a specific and accurate synopsis of the overall goal of the study

1.2.2 Objectives
• Should be directly linked to the study variables as indicated in title
• They should be SMART- Specific/Specific, Measurable, Attainable/Achievable, Realistic, Time bound
• Should be outcome based verbs such “Identify, define, relate, describe, review, justify, indicate etc” and not process based outcomes such as “understand”, “explore”, “investigate”, “examine” and “discuss”
• Exploratory studies may use process based verbs

1.2.3 Research questions and or Research Hypotheses

Questions
They should stem from objectives (not necessarily a cut-and-paste fashion)
They should not be stated in a leading form that elicits yes/no response (e.g. …questions that start with “is there normally…” would often elicit a yes/no response).

Hypothesis (dictated by nature of the study as explained below)
Hypotheses are usually presented as directional declarations of relationships between variables
• While a research question poses a relationship between two or more variables but phrases the relationship as a question; a hypothesis represents a declarative statement of the relations between two or more variables (Kerlinger, 1979; Krathwohl, 1988). E.g. compare “how does labeling of students influence academic performance?” with e.g. “there is no relationship between positive reinforcement and academic performance”
• Deciding whether to use questions or hypotheses depends on factors such as the purpose of the study, the nature of the design and methodology, and the audience of the research (at times even the taste and preference of committee members, particularly the Chair).

1.3 Significance of the study (Rationale)
• Mention the beneficiaries and how they may benefit from the findings of the study.

1.4 Limitation and Delimitation
• Limitation-identify potential weaknesses of the study that may be beyond the capability of the researcher to intervene e.g, the nature of self-report, your instruments, and the sample. Think about threats to internal validity that may have been impossible to avoid or minimize—explain how you intend to overcome as much as possible the limitations identified.
• Delimitation addresses how a study will be narrowed in scope. Explain the things that you are not doing and why you have chosen not to do them—the literature you will not review (and why not), the population you are not studying (and why not), the methodological procedures you will not use (and why you will not use them). Explain what the possibly implications of the delimitations to the study

1.5 Assumptions
• Here you state the things you are taking for granted about the nature of the behaviour you are investigating, about the conditions under which the behaviour occurs and about your methods and measurements
• They are not testable but are statements about observations and experiences related to the study that is taken for granted or are assumed to be true.
• They are statements that help to remove/reduce doubts on the validity of the study and are accepted in faith, or taken to be true without proof .The question is what are you taking for granted in the conduct of your study?

1.6 Theoretical and Conceptual framework
Theoretical framework
• It is a structure derived from existing theorization of key aspects of your study.
• Often existing theory/theories provide foundation for this framework within which to frame your research. Hence, it is important to do the following:
(i) mention the proponents of the theory
(ii) cite the main points emphasized in the theory
(iii) Supports your exposition of the theory by ideas from other experts;
(iv) Show the link of theoretical proposition and the proposed study.

**Conceptual framework**

This is the researcher’s own position on the problem in which to provide a graphic presentation of how various variables interact and the direction of the outcomes from such interactions. The conceptual framework ought to be characterized by:

(i) original visualization by the researcher or adaptation of an existing model used in a previous study
(ii) direction of interactions of variables of study
(iii) a diagramatic format (graphic presentation)
(iv) brief explanation of the conceptual framework for clarification of the follow

1.7 Operational Definition of terms

Only provide definitions of key terms used in the study that are not used in conventional manner.

**CHAPTER TWO (should stand alone centred)**

**REVIEW OF RELATED LITERATURE (centered)**

2.1 Introduction (provide structure of this chapter in line with objectives in Chapter One)

(i) Use relevant headings developed from the research objectives to guide structure of this chapter – not direct copy-and-paste.
(ii) Bring out the knowledge already existing in relation to study problem.
(iii) Bring out what is still not known about this study problem.
(iv) Demonstrate evidence of your understanding of current research on the subject under investigation
(v) Show clear gaps in knowledge with regard to and not excluding methodology, theory, scope and how these link to your proposed study
(vi) Be systematic and synthetic in style using logical links in the flow of arguments
(vii) Provide a chapter summary ½ a page to capture:
   o key knowledge issues,
   o controversies in literature,
   o main research gaps and
   o the actual gap(s) that your research will address
CHAPTER THREE (centre and stand on its own)

RESEARCH DESIGN AND METHODOLOGY

This is a chapter in which the researcher justifies every choice/action made in implementing the proposed study. It must highlight methodological details appropriate to the study in an explicitly convincing manner, making scholarly references of research authorities as much as possible.

3.1 Introduction: provide structure of the chapter

3.2 Research design

(i) State the designs adopted and provide reasons for your choice.

(ii) Link the design to the study topic

3.2.1 Variables

(i) Explain the Independent and Dependent variables.

(ii) Indicate the scope (coverage) of the study

3.1.2 Research methodology and specific data collection methods

(i) Indicate the overall methodology (e.g. quasi experimental, qualitative, historical etc)

(ii) Specify the actual data collection methods for the methodology chosen

3.2 Location of the study

(i) state the location of the study will be done,

(ii) justify the choice of that location, and

(iii) discuss the characteristics unique to the site that are relevant to the study problem.

3.3 Target population

(i) describe the population from where your research sample will be selected

(ii) justify the choice of the target population and give figures where appropriate.

3.4 Sampling techniques and sample size

3.4.1 Sampling Techniques

Explain the method of deriving a sample category from the population you identified...e.g. random sampling, purposive, convenient, snowballing....

3. 4.2 Sample Size

Give the proportion of the sample in relation to the accessible population.e.g. how many students (girls and boys) from each selected class; how many teachers (heads of departments, class teachers etc)

- Present the sample size in a table format

3.5 Research Instruments

(i) Describe each instrument that will be used in the study.

(ii) Ensure that instruments linked to objectives and questions to ensure that data is generated for each objective to be achieved and to guide your findings chapter.
3.6 Pre-testing/Piloting Study
Describe how the research instruments will be tested for their worth using pilot sites deliberately selected for the purpose and in view of addressing the following aspects of the study:

3.6.1 Validity
Explain how validity of the instruments will be established.

3.6.2 Reliability
Explain how reliability of the instruments will be established.

NB: If using standardized test, quote test and existing reliability levels and demonstrate how these will be attained practically in the research process.

3.7 Data Collection Techniques
Explain how field data collection will be done using the specific method/tools/instruments that have been chosen for this activity

3.8 Data Analysis
(i) Explain the methods that will be applied in analyzing the data based on each objective stated (e.g. Atlas ti, NUDI*ST; Chi Square, t-tests, other correlational test etc).
(ii) Clarify the methods of analysis of each research question/hypothesis e.g. State your null hypothesis and indicate statistics used to analysis the hypothesis.
(iii) For non-numerical data indicate the method of thematizing, coding, and indicate questions software used
(iv) Explain how data will be presented after analysis is complete (e.g., in text, tabular, graphic etc)

3.9 Logistical and Ethical Considerations
(i) Explain how you will manage logistical requirements of the research (e.g. various levels of authorization that include the various procedures of ensuring successfully access into the field)
(ii) Demonstrate your understanding of research ethics and show how you will observe ethical issues related to researching human subjects (e.g. confidentiality, informed consents among others that capture the considerations you will use to protect human rights of the research subjects/participants)

REFERENCES
You must use the current version of the APA system of referencing and include the version in the list of references for your study (Search the www for correct examples)
All reference items must be accurately and consistently written and acknowledged using correct conventional format of the APA system
• In-text citation should be presented using the same APA system (search current edition on website).
• Ensure italics are put on the right phrase where applicable. (APA does not have underling)
Examples of APA referencing styles (these are just a few out of scores you should find for yourselves in the relevant website)

1. Book
Each reference should include four elements: (1) Author/Editor/Producer (2) Date (3) Title of the work and (4) Publication Information.

Author, A., & Author, B. (Year). *Title of the work*. Place name: Publisher.


2. Edited Book

3. Periodicals/Journal articles
Items published on a regular basis, such as journals, magazines and newspapers, are known as serials or periodicals. Include the same elements as for a book, but exclude the publication information and add the volume, issue and page number(s) instead.

Each reference should include following elements: (1) Author (2) Date (3) Title of article (4) Title of Periodical (5) Volume, Issue and Page numbers.

e.g. Author, A., & Author, B. (Year). Article title. *Title of Periodical*, x(x), pp-pp


**APPENDICES**
The following points must be considered while including appendices for your proposal

Number appendix using roman numbers
Appendix I- should be research instruments
Appendix II- Work plan
Appendix III- budget
Appendix IV- maps and other graphics where applicable
Any other useful notes
FORMATTING THE RESEARCH PROPOSAL: IMPORTANT TIPS

PART I: PRESENTATION FORMAT

(a) Margin, line spacing and paragraphing
   (i) A one inch margin all round.
   (ii) Double space
   (iii) Block paragraphing, no indenting

b) Pagination:
   (i) Preliminary pages (Title page to Abbreviations/acronyms) should be numbered consecutively in Roman numbers lower cases (e.g. i, ii, iii, etc).
   (ii) The main content pages (from Chapter One to Appendices) shall be numbered consecutively using Arabic numbers (e.g. 1, 2, 3, etc)
   (iii) All page number shall appear in the centre of the lower margin of the page

c) Typing guidelines
   Typing should be in font size 12 (Times New Roman) on a white A4 size paper, and on one side of the paper

d) Heading
   (i) Major headings should be centered in bold face
   (ii) Follow APA heading levels
   (iii) Headings should not exceed 3rd level

e) Visuals-tables, figures, charts
   • Labeled according to chapters, use Arabic numerals at the top
   • Show source at the bottom

f) Language use
   Use formal gender sensitive language in future tense for proposal (avoid jargon, sweeping/political statements, colloquial language etc)

g) Length of proposal and submission to Graduate School
   (i) The proposal should be 20-30 pages, excluding Appendices.
   (ii) The completed proposal must be duly signed by the student and the supervisors
   (iii) The candidate should then submit four (4) spirals bound copies of the signed proposal, through the Chairperson of department, through the Dean, School Education to Graduate School for consideration to conduct the research

h) Oral Presentation (One hour)
   (i) This presentation tests the student’s readiness to conduct field work of the proposed study successfully.
   (ii) The student is expected to use communication technology, usually the PowerPoint projection to highlight key aspects of each of the 3 chapters captured within 15 minutes, leaving 30-60 minutes for clarification depending on whether it is a Masters/PhD study)
PART II: THESIS WRITING AND SUBMISSION

A. PRESENTATION FORMAT USED IN THESIS WRITING

1. Typing

✓ Font 12 (Times New Roman) on A4 Size paper, double spacing, one sided paper of 80 gm white in colour;
✓ A 50 mm margin to be left on the left side of the paper and a 25 mm on the right side of the margin paper;
✓ Typing should begin 40 mm from the top of the page and should not go beyond 25 mm from the bottom of the page;
✓ Pagination

2. Pagination

i. Preliminaries (title page to abstract should be numbered consecutively in Roman numbers lower case (e.g., i, ii etc);

ii. The text (from chapter one to appendices) shall be numbered consecutively in Roman numbers, the page number should appear in the centre of the lower margin of the page;

iii. The number of pages should be within the following ranges, excluding references and appendices:

- Project PGDE (50-80 pages)
- Med thesis and project (80-100 pages);
- Ph.D. thesis (120-250 pages)
✓ Title page should not be more than 20 words;
✓ be clear but economically worded,
✓ be focused enough to show the main independent and dependent variable;
✓ and should be focused enough to bring out the scope]
DECLARATION

I confirm that this research project/thesis is my original work and has not been presented in any other university/institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature…………………… Date…………………………

Mwanili Brayo
Registration number

We/I confirm that the work reported in this project/thesis was carried out by the candidate under my/our supervision as University supervisor(s)

Signature………………………… Date…………………………

Mwikali Mali
Lecturer/SL/Prof, Department
School…..
Kenyatta University

DEDICATION

Same as before [see proposal section]

TABLE OF CONTENTS

ACKNOWLEDGEMENT

Begin on a separate page after table of contents and should not exceed one page.

ABBREVIATIONS AND ACRONYMS

To start on a fresh page and be arranged alphabetically

ABSTRACT [one page, single spaced, and font 12… see proposal section]

The abstract should be written in past tense unlike the proposal that was in future tense]

✓ Purpose of the study [ in tandem with the title]
✓ The objectives [ state all with same stem in a summarized form]
✓ Theoretical framework
✓ Design and locale
✓ Population and sampling
✓ Research instruments[ types, validity and reliability]
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

Chapter One to Three should be a revised to reflect the transition to Chapters One to Three of the proposal. However, it should demonstrate growth in terms of the following:

(i) the tense should change from future tense to past tense
(ii) additional relevant literature in Chapter Two should be introduced where need be
(iii) field experiences that are relevant to the study should be included in Chapter Three
(iv) Chapter Three should demonstrate the valued added by piloting the study
(v) There should be concrete evidence of how pre-testing of instruments added value to the study

The following notes will help guide the writing of the thesis

1.1. Introduction
To focus on the content of the chapter

1.2. Background to the study
The problem to be introduced from the international, regional, national, and local context. [Use present continuous tense].

1.3 Statement of the Problem
✓ To constitute logical argument generated from preceding facts articulated in the background of the study.
✓ Concise, focused and not exceeding one page.
✓ Avoid intra-text references which would be a repetition of the preceding section.
✓ End with an interrogative or exclamation statement that captures the entire study concerns.

1.4. Purpose of Study

1.5 Objectives of the study

1.6 Research Questions

1.7 Hypotheses [optional, but if it must be included should contain both the null hypothesis and the alternative hypothesis]

1.8. Hypotheses [optional]
To indicate both the Null and Alternative hypotheses and where possible the technique and level of expected statistical significance.

1.9 Assumptions of the Study (what assumptions were realistic and which were not?)

1.10 Limitations of the Study (how did you deal with these?)

1.11. Delimitations of the study
1.12. Significance of the Study
The candidate should clearly state the expected theoretical and practical output of the study.

1.13. The theoretical Framework
The candidate should use a theory or theories relevant to their study problem but should not use more than two theories.

1.14 The Conceptual Framework
The conceptual framework should be drawn in such a way to show the interactions between the independent and dependent variable. The composite variables constituting the independent and dependent variables should include measurable indicators derived from the objectives of the study. If need be the intervening variables should be included.

1.15 Operational definitions of key terms(see proposal section)

CHAPTER TWO

REVIEW OF RELATED LITERATURE
The literature should be as current as possible and use of internet sources is encouraged.

✓ The citation style should be in line with the latest APA referencing approach.
✓ Cross check and ensure that all citation as are not only included in the references but that the years correspond with authors appropriately.
✓ Where direct quotes which are more than three lines, the text should be indented without quotation marks. The author, year and page number should be included.
✓ The review should be done critically as per the objectives of the study and organized as indicated below.
✓ The tense used should be in present continuous or past depending on circumstances.

2.1.Introduction
2.2.Literature Related to the Main Concepts
2.3.Review by Objective One
2.4.Review by Objective Two
2.5.Review by Objective Three
2.6.Review by Objective n (content of objectives be in tandem with objectives)
2.7.Summary and Gap Identification

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY
The chapter should be written in past tense and organized as shown below:

3.1 Introduction
3.2 Research Design and Locale
State and justify the choice of the design State the measurable indicators of the independent and dependent variables. The choice of the design should equally be justified.

3.3 Population
Indicate the main composition of the targeted population specifying actual population size, N.

3.4 Sampling techniques and sample size determination
3.5 Research instruments
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction (provide structure of chapter)

This chapter presents the findings, interpretations and discussion according to the objectives, research questions and/or hypotheses. The discussions should be related to the literature reviewed. In the introduction the candidate should re-cast the objectives, research questions and/or hypotheses as presented in chapter. For example,

a) To analyze the extent to which the frequency of exposure to practical in science subjects enhance students academic performance in the subject.

4.2 General and Demographic Information

4.2.1 General information to include the return rate and any research problems;

(Not more than three (3) pages)

4.2.2. Demographic Data to include types of sampling units (schools and colleges), educational level; experience; age, gender.

4.3 Findings for Objective, Research question and/or hypothesis one [Note, the objective/question, and/or hypothesis should be stated in a phrase to summarize the main issues in the objective] For example, the objective stated in 4.1(a) becomes: Frequency of practical exposure and students’ performance.

The candidate to appropriately introduce the objective, research question, and/or hypotheses. For example the first task of this study was to analyze the extent to which the frequency of exposure to practical in Science enhances students’ academic performance in the subject. Students were asked to indicate the extent to which they performed practical experiments in physics. The results are indicated in Table 4.1. or figure 4.1 (Note that the table should be numbered by chapter and on top of the table as indicated in table and the figure numbered at the bottom). Please note that either use a table or a figure but not both.
Table 4.1: Frequency of students’ exposure to science practical per month

<table>
<thead>
<tr>
<th>Frequency of exposure</th>
<th>None</th>
<th>1-2 a month</th>
<th>3-4 a month</th>
<th>Over 4 times a month</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Physics (n=170)</td>
<td>50</td>
<td>29.41</td>
<td>70</td>
<td>41.18</td>
</tr>
<tr>
<td>Biology (n=135)</td>
<td>60</td>
<td>35.29</td>
<td>30</td>
<td>23.08</td>
</tr>
<tr>
<td>Chemistry (n=70)</td>
<td>30</td>
<td>23.08</td>
<td>20</td>
<td>15.38</td>
</tr>
<tr>
<td>Home Science(55)</td>
<td>25</td>
<td>14.70</td>
<td>20</td>
<td>11.76</td>
</tr>
</tbody>
</table>

After the table presentation, the candidate should interpret its contents without reproducing the figures as they are. For example, the candidate could use terms like majority, all instead of 100%; none instead of 0.00%; half instead of 50%; three quarters instead of 75% or nearly two-third instead of 64% etcetera.

The last step should be a discussion of the findings using cross-referencing in relation to literature reviewed by indicating the extent to which the findings find support or deviate from the literature. The candidate should provide a plausible explanation to the deviation, if any.

Ensure that all data related to this objective is presented and discussed under the relevant objective.

4.4 Findings for Objective two,
4.5 Findings for Objective three
4.6 Findings for the last chapter
Note: Do not use both table and figures (use appropriate graphic figures)

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
Introduce the chapter structure

5.2 Summary
The focus of this section should be succinct summary of the main findings. The summary should not include a repeat of the detailed figures presented by objective in Chapter Four. There should be no further discussions of the findings.

5.3 Conclusions
The section should focus on conclusions based on the findings by objective highlighted in 5.2. The write up should be in prose.
5.4 Recommendations
Recommendation should be dichotomized into those related to policy and those related to further research. The recommendations should be based on negative findings with the aim of soliciting viable interventions. The recommendations should be numbered in Roman numbers.

5.4.1 Policy Recommendations
These must be directly linked to:
(i) existing policy that needs enhancement
(ii) non-existent policies that need to be formulated

5.4.2 Recommendations for further research
This should be related to the concluded study (not some wishful/wild thinking).

REFERENCES [use APA … search the www]

APPENDICES/ANNEXES
These should include the following:
✓ Research Instruments
✓ Timetable
✓ Budget
✓ Permit
✓ Maps and/ or critical tables not appearing in the main text.
✓ Other relevant documents

Part III: Quality Supervision….School of Education Postgraduate Committee (SEPC)
Quality results in supervision can be achieved if students, supervisors and SEPC members work collaboratively and in full consultation with one another. Each group has different roles to play as stated below. Also read the details of supervision guidelines provided by Graduate School

3.1 Advice to Regular Students
Make and follow specific work plan as suggested below:

(i) First year
• September-April: Successfully complete coursework (9 months).
• May-August:
  - Develop proposal
  - Oral defense in the department. Use Power Point in the presentation
  - Registration process starts by the department sending the proposal to Graduate School through the dean school of education
  - **First Seminar paper (Action: Student/Department)**
(ii) Second year
• September-December: -Field Work (Pilot study and data collection)
  - **First progress report**
• January-March:
  - Data Analysis
- Report Writing
  - Second Seminar paper at the department (PowerPoint) used.
- Second progress report
- Give notice of intention to submit (Action: Student, supervisors, C/M Dept.)
  - April – Submit thesis for examination (Action: Student/Supervisor)
  - April – June: Thesis examined
  - June-July: Board of Examiners’ meeting (Defense) (Action: SPS, students, Examiners)
  - July – August: Make corrections
- Submit final copy
- Postgraduate Seminar
  December: - Graduate (Action: Student, Supervisor, and BPS).

Those whose academic year begins in other months can make similar programme other than September (M.Ed. by coursework)

**Students doing Coursework and Project**

Students doing M.Ed. through coursework and project will also present their work to the Departmental Postgraduate Board.

Concerned departments will organize for such presentation. Thus:

- Organize for a student to present the proposal
- Organize a day for a student to present the findings

The purpose of this arrangement is to ensure that the standards for postgraduate programmes are made to be the same as much as it is practically possible.

**Note:** The proposal will go to graduate school after defense at the department through the dean school of education for official allocation of supervisors. Students doing projects will defend their findings at the departmental level while those doing thesis will defend their findings at the school level through arrangements by Graduate School.

**3.2 Advice to IBP Students**

Make and follow specific work plan as suggested below:

**First Year**

April- December: Successfully complete course work in three sessions

December- April:

- Develop proposal
- Oral defense in the department. Use Power Point in the presentation
- Registration process starts by the department sending the proposal to Graduate School through the dean school of education

**First Seminar paper** (Action: Student/Department)

(ix)Second year
• April- April: Field Work (Pilot study and data collection)

  **First progress report**

• April- August:
  - Data Analysis
  - Report Writing

  - **Second Seminar paper at the department (PowerPoint) used.**

  **Second progress report**

  Give notice of intention to submit (Action: Student, supervisors, C/M Dept.)

• December—Submit thesis for examination (Action: Student/Supervisor)

• January—February: Thesis examined

• February—March: **Board of Examiners’ meeting** (Defense) (Action: SPS, students, Examiners)

• March—April: Make corrections

- Submit final copy

- **Postgraduate Seminar**

  June: **Graduate** (Action: Student, Supervisor, and BPS).

Those whose academic year begins in other months can make similar programme other than April (M.Ed. by coursework)

**Students Doing M.ED through Coursework and Project**

Students doing M.Ed. through coursework and project will also present their work to the Departmental Postgraduate Committee.

Concerned departments will organize for such presentation. Thus:

• Organize for a student to present the proposal
• Organize a day for a student to present the findings

The purpose of this arrangement is to ensure that the standards for postgraduate programmes are made to be the same as much as it is practically possible.

**Note:** The proposal will go to graduate school after defense at the department through the dean school of education for official allocation of supervisors. Students doing projects will defend their findings at the departmental level while those doing thesis will defend their findings at the school level through arrangements by graduate school.

**3.3. Advice for ODEL Students**

Make and follow specific work plan as suggested below:

**First Year**

January- December: Successfully complete course work in (twelve months)
(x) Second year
January- April:
- Develop proposal
- Oral defense in the department. Use Power Point in the presentation
- Registration process starts by the department sending the proposal to Graduate School through the dean school of education

**First Seminar paper** *(Action: Student/Department)*

- April- August: -Field Work (Pilot study and data collection)
  
  First progress report

- August- December:
  - Data Analysis
  - Report Writing

  - **Second Seminar paper at the department (PowerPoint) used.**

- Second progress report

Give notice of intention to submit *(Action: Student, supervisors, C/M Dept.)*

- December –Submit thesis for examination *(Action: Student/Supervisor)*

- January- February: Thesis examined

- February- March: **Board of Examiners’ meeting** *(Defense) *(Action: SPS, students, Examiners)*

- March- April: **Make corrections**

- **Submit final copy**

- **Postgraduate Seminar**

  June:  **Graduate** *(Action: Student, Supervisor, and BPS).*

Those whose academic year begins in July will make similar programme other than January (M.Ed. by coursework)

**Students Doing M.ED through Coursework and Project**

Students doing M.Ed. through coursework and project will also present their work to the Departmental Postgraduate Committee.

Concerned departments will organize for such presentation. Thus:

- Organize for a student to present the proposal
- Organize a day for a student to present the findings

  The purpose of this arrangement is to ensure that the standards for postgraduate programmes are made to be the same as much as it is practically possible.

**Note:** The proposal will go to graduate school after defense at the department through the dean school of education for official allocation of supervisors. Students doing projects will defend
their findings at the departmental level while those doing thesis will defend their findings at the school level through arrangements by graduate school.
(FOR POSTGRADUATE COMMITTEE IN THE SCHOOL)

3.2 Departmental Postgraduate Committee

i. Create a forum where students’ concept papers are discussed and topic approved.
ii. Assign supervisors to students soon after the concept paper has been approved.
iii. After the student has finalized the proposal, appoint readers and organize for an oral presentation.
iv. After oral presentation of the proposal in the department, there should be minutes forwarded together with the refined proposal to the DeanGraduate School through Dean School of Education.
v. Any problem facing student’s supervision should be addressed as soon as it is reported.
vi. Organize seminars for students and encourage them to use Power Point resources.
vii. Appoint both internal and external examiners for the thesis.

This arrangement would ensure that the students and their supervisors interact early enough for effective supervision. This is likely to ensure students’ completion of their degree programmes within the stipulated period

3.3. SEPC Committee Members to:

i. In consultation with the Registrar (Academic), the Dean and the Chairmen of departments, open and maintain a register for postgraduate students in the School.
ii. Meet all postgraduate students at the beginning of first and second year.
iii. Meet once every month and as regularly as the demands may arise.
iv. Members of the SEPC are validators of proposal defense corrections at the assigned departments.
v. In their capacity as validators, they are supposed to read proposals and attend defenses in the assigned department on behalf of the School of Education and oversee that the corrections recommended by the departmental board members are implemented. Ensure that oral presentations by students are conducted in a friendly atmosphere meant to help the students and not to humiliate them.

Note: Validators are not examiners of the proposals but can make contributions that will improve the proposals.

(xi) Try to give advice on any reported problem with regard to students’ supervision.
(vi) Attend seminars for students organized by the SEPC from time to time.
(xii) Produce a review report that guides students to doing appropriate corrections on their thesis.
(xiii) Approve the thesis examiners appointed by the department and appoint two board members for defense after the student has given notice to submit the thesis to graduate school.

END END END
3.3 Specific Guide for Proposal Reviewing

The following is the specific guide for reviewing proposals, which members will need to follow. Information given below is only a summary.

(a) Title:
- Appropriateness
- Focused
- Maximum of 20 words in a title

(b) Background to the problem
- Background of the study captures issues globally, regionally and locally highlighting the research gap to be addressed by the current study.
- The problem and its originality clearly shown and stated.
- Rationale/purpose of the study.
- Objectives, research questions well stated
- Hypothesis well stated where applicable.
- assumptions,
- scopeand limitations
- Theoretical and Conceptual Framework well framed.
- Operational definition of terms

(c) Literature Review
- Literature review arranged in themes derived from the objectives of the study.
- Flow of the literature
- Relevance of the content, synthesized to suit the study.
- Identification of the gaps
- Current status of the research problem
- At PhD level students should read widely relevant studies conducted in their areas of study and show how findings in those areas are related to the current study outlining the gap to be addressed.
- Must avoid plagiarism.
- Recent citations less than 10 years (except for classical ones)

(d) Methodology
- Research design; (explain the design used clearly and give a rationale for selecting it and how the design will be applied in the study).
- Location; (justify why a particular location, describing what has made it necessary to conduct the study in that location).
- Target (Study) Population; (describe clearly the population targeted for the study giving reasons why that particular group)
- Sampling Techniques; (Describe techniques used to sample the subjects of the study and justify)
- Sample Size
- Instruments, (Items in the instruments should be addressing specific research objectives)
- Reliability and validity of the instruments.
- Methods of data collection; (Explanation of how data will be collected using different instruments step by step)
• Variables: Dependent and independent (each variable operationally defined indicating what to be looked for)
• Methods of data analysis; (Explain how data from different instruments will be analyzed)
• Appropriateness of the methodology

All the above sections must be presented in a way that gives internal consistence and coherence.

(e) References: Must
• Link references to the text
• References, especially in the text must be accurate.
• Be used exhaustively
• Variety of references be used
• Currently published material used as much as possible.
• APA or any other conventional style use for bibliography and in-text citations.

(f) Time Schedule
• Should show practicability
• Show distribution of activities
• Should show reasonableness

(g) Budget
• Budget itemization
• Appropriateness of the budget lines.
• Budget carefully thought out.

(h) Appendices - well presented.

(i) Format: Overall presentation, including content of the proposal.

The above information is only a summary guide. Finer details may be found and harmonized with that provided to students. The reviewer can consider other useful aspects that can help the students to improve on his/her proposal.

Specific Guides for Thesis Review
• Start: Information in Chapter I-III of the proposal remains the same except the future tense is changed to past tense.

Chapter IV
Emphasis:

Results
• Accuracy
• Relevance to the objectives, research questions and/or hypotheses.
• Consistent in organization format.

Data Analysis
• Accuracy
• Originality
• Use of appropriate statistical tools where applicable
• Data presented according to objectives, research questions and or hypotheses.
• Relevance to objectives and research questions
• Data should be seen to answer research questions; reject or accept hypotheses.

**Discussion**

• Academic argumentation prevails
• Show ability to view results in light of the previous findings contained in Literature Review.
• Show insight into the research findings and subsequent arguments.

**Chapter V**

**Emphasis:**

**Summary**

• Summary given as per objectives
• Conciseness and relevance
• Summarize the entire study

**Conclusion**

Show logical statements derived from the findings, leading to appropriate clue for recommendations based on the objectives.

**Recommendations**

• Derived from the study findings according to objectives.
• Reasonable

**Further Research**

• Derived from the gaps created by the study.
• Based on the study findings

**Reference**

(see p.20)

• The main referencing techniques are: American Psychology Association (APA), Harvard, Modern Language Association, University of Chicago press and the British Standard.
• The recommended referencing style for the school is the APA.

**GUIDELINES TO SUPERVISORS**

(a) **Basic responsibilities**

Ensuring that the student:

• Develops and writes focused researchable topic.
• Write clear and precise statement of the problem
• Works within time frame as described in Part iii of these guidelines.
• Follows correct organizational format, including conventionally written references.
• Develops correct academic argumentation, including in-text citation.
• Does NOT PLAGIARISE.

(b) **Advice**
• Do not keep student's work for **more than one month**.
• Give written (typed if possible) review reports for effective corrections.
• Ensure students do corrections as recommended by various reviewers/examiners, especially after presentations.
• Arrange for regular consultations with the student.
• Encourage academic argumentation through discussion.
• **After reviewing the students’ work individually, the two supervisors should come together and harmonize the comments before giving feedback to the student.**

- Prompt the student to argue rather than passively taking your advice.

### 3.4 Support for SEPC

The suggestions given herein can successfully be carried out if there is significant support from various stakeholders.

Thus:

1. There will be need for committed SEPC members drawn from all departments of the School by the dean (Action: Dean's Academic Board).
2. Establish an office for the Chairman, SEPC with necessary facilities especially for documentation, record keeping and monitoring purposes.
3. Regular training for SEPC members:
   (i) Annual local refresher course/seminar outside Kenyatta University on modem research methods.
   (ii) Enable at least one member attend one international conference on educational research in a way that gives every member to attend once in a given time (Action: Dean, University).
   (iii) Initiate an induction (initial) seminar for all postgraduate students on proposal/Thesis writing at the beginning of each academic year (Action: Dean; Chairman SEPC)
4. Facilities
   (i) SEPC office for the Chairman
   (ii) PowerPoint projector and other necessary accessories
   (iii) School-specific Library stocked with current educational and research materials. Students' Theses can be stocked in such Library for reference purposes.
# PROPOSAL MARKING SCHEME

Name of candidate ________________________________
Department________________________
Registration
Number_____________________________________School______________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>MAXIMUM MARKS</th>
<th>CANDIDATE SCORE</th>
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</thead>
<tbody>
<tr>
<td><strong>PRELIMINARIES</strong></td>
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<tr>
<td>Is the title of the thesis clearly and concisely stated?</td>
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<tr>
<td>Is the problem being investigated clearly stated?</td>
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<tr>
<td>Is the proposal well formatted?</td>
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<tr>
<td>Is the complete proposal covered in the abstract?</td>
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<tr>
<td>Are relationships between the various chapters clear?</td>
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<tr>
<td><strong>CHAPTER ONE – INTRODUCTION</strong></td>
<td></td>
<td></td>
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<tr>
<td>Selection of the problem and its written format</td>
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<td>2</td>
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<tr>
<td>Introduction and relevance to research problem</td>
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<td>2</td>
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<tr>
<td>Clarity of statement of research questions/objectives/or hypotheses</td>
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<td>2</td>
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<tr>
<td>The theoretical and conceptual framework</td>
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<td>2</td>
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<tr>
<td>Expected output of the study/significance</td>
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<td>2</td>
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<td><strong>CHAPTER TWO – REVIEW OF RELATED LITERATURE</strong></td>
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<tr>
<td>Relevance of literature review to research problem and its linkages to objectives of study</td>
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<td>6</td>
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<tr>
<td>Were relevant and recent sources of information used?</td>
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<tr>
<td>Summary of literature insulating gaps to be addressed in the study</td>
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<tr>
<td>Is the argument coherent and cohesive?</td>
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<td>4</td>
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<tr>
<td>Do ideas link together?</td>
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<td>4</td>
</tr>
<tr>
<td><strong>CHAPTER THREE: RESEARCH METHODOLOGY</strong></td>
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<td>4</td>
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</tbody>
</table>

29
The choice and Justification of study design and locale
Adequate Description of Variables (Independent and Dependent variables)
Target Population and sampling
Types, Construction and Piloting of research instruments (Reliability and Validity)
Data collection Techniques (Logical, Ethical, Human Relations and Legal issues)
Data Analytical Plan (Quantitative and Qualitative)

REFERENCES
Is Literature Review and other sources of information properly referenced?
Are all textual citations indicated in the Lists of References and is the method of referencing Consistent?

Verdict
1. If the student attains above 50% marks proceed after correction to the next level.
2. If a student attains 40-49% makes major corrections with an overseer and moves to next level.
3. If a student attains 30-39 %, revise proposal and resubmits for presentation.
4. If a student scores below 30% re-writes a proposal and resubmit for presentation.

Glossary to explain terms
Give a website address to get latest APA referencing format
Further research on primary and secondary sources of data.