



**TUMAINI UNIVERSITY MAKUMIRA**

**TUMA Research Manual**

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## ACKNOWLEDGMENTS

TUMA Research Manual is a combination of reviewed materials from the former MUCo Research Format (2008), which had two main sections related to writing of research papers or projects at Makumira University College; The sections comprised content and format. The Manual, in addition to the two sections now contains a third section on procedures to be followed by students in conducting research at the University.

TUMA Task Force Research Manual Committee, comprising of Rev. Dr. Faustin Mahali (Chairperson), Dr. Florence Ghamunga (member) and Dr. Doward Kilasi (member), would like to acknowledge the contribution of different people involved at various stages in the preparation of this manual. These include all those who participated in writing of the former MUCO Format of 2008, which has been guiding the research process in the University for all that time, and out of which substantive material for this manual has been drawn.

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TUMA Task Force Research Manual Committee appeals to all users that this is not necessarily a source of material, but a tool for assisting students, advisors, and examiners in designing, reporting and evaluating research papers, dissertations and theses at Tumaini University Makumira in order to achieve consistence and high quality research outcomes.

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## INTRODUCTION

Tumaini University Makumira Research Manual or TUMA Research Manual (TRM) is a reviewed and up-graded version of MUCO Research Format of 2008. The structure and content, formatting modalities and step by step guidelines and procedures outlined in this manual apply to students enrolled in all programs leading to bachelor, master's and doctoral degrees. The structure, content and guidelines for each program level are clearly stipulated in appropriate sections of the manual, with a purpose of guiding the students in articulating the whole process of conducting research , writing and defending their research papers, dissertations or theses in accordance to their level of academic achievement. Needless to say that , the process of conducting an academic research and writing a scholarly piece of work in the form of a dissertation or thesis, requires concerted efforts of both the students and lecturers and the TUMA Research Manual has been designed to guide that process.

The manual contains three main sections. The first section begins by showing the structure and content of a research document, starting with the **preliminary pages**, which form the first part of a research document and then the structure and content of undergraduate research papers, master's dissertations/theses and doctoral dissertations/theses. Clarity should be made here by showing that, the document produced by someone undertaking an undergraduate study through coursework and research will be known as a **Research Paper**; by someone undertaking a masters study by coursework and research will be known as a **Dissertation** and by those undertaking either a masters degree or doctoral degrees by research will be known as a **Thesis**.

The second section is essentially about the modalities entailed in formatting a research manuscript to qualify it to be a research paper, a dissertation or a thesis. All students regardless of the program level should adhere to prescribed formatting modalities as stipulated in the manual. For more formatting examples refer to the Publication Manual of the American Psychological Association (APA) 6th edition (2010) and the updated APA available on-line at [www.apastyle.org](http://www.apastyle.org), which TUMA has adapted as its publication policy.

The third Section comprises of specific research procedures clearly indicating the role of the supervisor and the student as a mutuality of collaborative efforts that should result in the production of an acceptable scientific inquiry, ultimately enabling a student to acquire his/her degree. Faculties and departments may have their specific needs related to their disciplines and the process of their scientific inquiry that are not reflected in this manual , but such efforts should not supersede guidelines and procedures governing research degree programmes offered by TUMA as stipulated in the manual. Students are advised to consult their relevant departments and faculties for permission to vary from the content and related guidelines in the manual.

## 1.0 STRUCTURE AND CONTENT OF RESEARCH MANUSCRIPTS

This part of the manual consists of four sections on the structure and content of undergraduate research manuscripts (i.e., undergraduate research papers) and postgraduate research manuscripts (i.e., master's dissertations and theses, and doctoral theses), all aiming at guiding students who engage in writing the manuscripts. The first section guides both undergraduate and postgraduate candidates in writing preliminary pages of their manuscripts. The second section is meant for undergraduate candidates; it provides guidance for writing the main body of their research papers. The third section, intended for postgraduate candidates, guides them in writing and organising the main body of their dissertations and theses; and the last section introduces few basic instructions to guide both undergraduate and postgraduate candidates in handling supplementary material (i.e., references and appendices) in their research manuscripts—these instructions are detailed in Part 2 of this manual.

Generally, each of the three types of research manuscript should have the following parts:

- Preliminary Pages.
- Main Body
- References and Appendices

It should also be pointed out from the outset that, since the research paper, dissertation and thesis report an investigation that has been completed; the candidate should use the past tense where appropriate. He or she should also refer to himself/herself in the third person (i.e., the author, the researcher, the investigator). In addition, candidates should observe academic honesty during the whole process of conducting research and preparation of research manuscripts. Stern measures will be taken against candidates linked to incidents of dishonesty such as plagiarism, fabrication and any other research misconduct.

### 1.1 Preliminary Pages in Undergraduate and Postgraduate Research Manuscripts

Preliminary pages constitute an important part of any research paper, dissertation or thesis written for submission to TUMA, and should consist of the following:

- Cover and title pages:** The pages for the cover and title are identical and should not be numbered. The cover and title pages include the university information, the title of the research manuscript, author, degree sought, and month and year of submission. The title should be clear and precise, indicating the topic and giving an idea of the research problem.
- Certification page:** comprises a statement confirming that the supervisor has read the candidate's work and recommends acceptance of the work.
- Declaration page:** This page presents an author's statement confirming that the research manuscript is the named authors' work and has not been presented anywhere else for similar award.
- Dedication page** (optional): This is where the researcher dedicates his/her work to a person, a group of individuals or institution.
- Acknowledgement page:** On this page, the researcher may express his/her gratitude to individuals and/or institutions that supported him/her, leading to success in completing the research.
- Table of contents page(s):** This table, which may take a page or more, indicates where the various topics and subtopics can be found in the research manuscript.
- List of tables:** This is where all tables (if used in the main document) are listed.
- List of figures:** This is where a list of figures (if used in the main document) such as diagrams, graphs, maps, mathematical or numerical information, pictures, or printed music that might have been used to illustrate various points in the research manuscript.

*Note that lists of tables and figures should include their labels, titles and associated page numbers and should be organized in the order of their appearance in the main document (for detail, see Part 2 of this manual).*

ix) **List of abbreviations/acronyms** (if any) comes after the page(s) that present the list of figures.

x) **The abstract:** The abstract page consists of an abstract of the research manuscript. The abstract is a concise and cohesive summary of the research manuscript. It should not exceed 120 words for undergraduate research papers and 300 words for postgraduate dissertations or theses. It should reflect the study area of focus and its significance and should summarize the statement of the problem. It should present the purpose and objectives of the study and a summary of the methodology used. The abstract should also summarize important research results, conclusions and recommendations. Abstracts are written to present the substance of the research manuscript in a nutshell to enable readers to quickly gain the gist of the entire research manuscript. Although abstracts are published with the rest of the research manuscripts, they may be published separately, for example, in periodical indexes. Therefore, it must be complete and able to stand on its own.

## **1.2 The Main Body of an Undergraduate Research Paper**

The main body of the research paper shall consist of five chapters namely: Introduction, Review of Literature, Research Methodology, Research Findings and Discussion, and the fifth chapter on Summary, Implications and Recommendations, as elaborated below.

### **1.2.1 Chapter 1: Introduction**

The purpose of this chapter is to introduce the research paper to the reader. Although the chapter accommodates essential aspects of the paper, it should be short but densely loaded. Its length should not exceed 4 pages. Chapter 1 begins with an introduction and the rest of the chapter includes the following sections:

i) **The background section** should clarify the topic of interest and argue why the topic matters. Candidates should then briefly discuss theories and previous research on the topic, pointing out key issues or facts that are relevant to the topic and research purpose. If necessary (depending on the nature of the topic), other kinds of literature such as policy documents can also be consulted. This section plays two important roles: it links the research paper to previous research and theory, and provides the empirical context of the research problem.

ii) **The statement of the problem** section consists of the research problem and its context. The research problem is the essence of the whole research paper. It presents the most convincing reason for carrying out the research project. The statement of the problem should be short and clear. The problem itself should be stated, for example, in the form of a missing link or key concept (i.e., gaps in previous research), controversy, an academic dispute, unclear concepts, or practical problems. Previous research findings very close to the problem should be briefly stated to put the problem in context. It is also important to give an argument for the significance of the problem and why it should be resolved through research.

iii) **The purpose of the study** section allows candidates to state clearly what they hope to achieve (e.g., fix a gap in previous research or provide solution to a practical problem) as a result of research (Kombo & Tromp, 2006). The purpose of research statement should be followed by a sub-section on clearly stated specific objectives. Specification of these objectives enables the researcher to perceive the dimensions of the research problem statement and to clearly show that the purpose statement is achievable. Candidates should translate the specific objectives into even more specific research questions or hypotheses (e.g., in experimental research) and should be presented in another sub-section.



iv) **Significance of the study** section gives the candidate the opportunity to briefly state the importance of the study. Specifically, the candidate should state the benefits of his or her investigation, for example, in terms of its contribution to the existing body of knowledge or in terms of providing a solution to a practical or policy problem.

v) **The conceptual framework** (model) section is where the candidate specifies concepts and their assumed relationships. Conceptual frameworks consist of key concepts that the researcher has operationalized (or disaggregated), for example, during the construction of data collection tools/instruments. These concepts are organised in such a way as to help the researcher achieve his or her research purpose. Candidates should diagrammatically illustrate the key concepts they have used in their research. The illustration should be accompanied with a brief descriptive statement. This will help the reader understand easily what the concepts are, how they are related and what the relationships mean. Candidates should ensure that their conceptual frameworks are consistent with the research purpose and questions.

vi) **The scope of the study** section is where the candidate states the delimitation of the study (e.g., in geographical, demographical, or topical terms). Candidates should state the extent to which they delimited their research and give informed reasons for delimiting it. This section needs to be short and clear. Details and justification on the scope of the study should appear in the methodology chapter.

vii) **The study limitations** section presents a statement of the limitations (if any) of the study. It should consist of, among others, circumstances that may have threatened or, in anyway, negatively affected the validity and reliability of the study and how the candidate tried to overcome or minimise the limitations in order to achieve the intended results. The information on limitations and the candidate's attempt to minimize them may help the readers of the manuscript judge cautiously the trustworthiness of the research paper. This section is usually short and clear. Details and justification of the study limitations should be presented in the methodology chapter and discussed in the Research Findings and Discussion chapter.

viii) **The structure and content** section is where the candidate concludes the chapter by linking it to the next and briefly describing the structure of the research paper (how the chapters are organised) and content (what each chapter consists of or what it is about). Usually, this section does not exceed one short and clear paragraph.

### 1.2.2 Chapter 2: Review of Literature

Review of literature is an essential activity in any research project (Nachmias, Nachmias, & DeWaard, 2014). This review involves reading, understanding, analysing and evaluating the material within the research topic of the researcher's interest. One purpose is to explore and know the topic. This has an advantage of enabling the researcher to identify a research problem. Another purpose is to help the researcher understand a practical problem from a theoretical or empirical point of view. While reviewing or after reviewing the literature, candidates should write in Chapter 2 what they have reviewed. As they write, they should ensure that their review is relevant to the research problem and purpose. This chapter can be organised based on criteria that the candidate deems suitable. Whatever the style of organization, one of the key elements that may appear in the introduction is the organisation of the review, which should be clearly spelled out. The rest of the chapter may include the following:

i) **A discussion of key concepts and theories:** Key concepts and theories help researchers gain coherent meaning of the material they have reviewed. The discussion of concepts and theories should aim at enabling the reader gain the same conceptual and theoretical understanding that the candidates themselves have gained. This means that they should elaborate, clarify and appraise concepts and theories, and assess their relevance to their research projects. Candidates should also ensure that the concepts and theories being discussed are relevant to the study purpose.

ii) **Analysis and discussion of previous research:** Certain aspects of the research topic or those related to the topic may have been investigated by other researchers. The candidate, therefore, should analyse and discuss those empirical studies, and should also show how the findings of the studies relate to the purpose and questions of his or her research.

iii) **Specification of problem areas:** In the course of reading, analysing and evaluating previous research and theories, candidates may have encountered problems or puzzles. These may include: a missing link or key concept (i.e., a gap in previous research), controversies, an academic dispute, unclear concepts, or practical problems. These should be elaborated and presented as a critique of the reviewed literature. A suggestion may be made on how those problems can be resolved. The candidate should also indicate in the discussion if the research project is concerned with one of those problems, and if so, he or she should refer the reader to the statement of the research problem in the first chapter, where more detail is given on the problem.

iv) **Conclusion:** The conclusion of this chapter may, for example, consist of an overview of the literature review and the candidates' comments that show how the chapter places the research paper within the context of previous research and theory.

### 1.2.3 Chapter 3: Methodology

The specifics of this chapter will vary greatly depending on research approach and design. In essence, this chapter answers this question: How were the research questions (or hypotheses) stated in Chapter 1 addressed? The concern of this chapter to address methodologically the research questions or hypotheses may be included as one of the elements of the introduction. The rest of the chapter should consist of the following components:

i) **The research approach:** The term *research approach*, as used in this manual, means any one of these modes of inquiry: quantitative, qualitative and mixed methods (Cohen, Manion, & Morrison, 2011). Candidates should state whether they have employed the quantitative, qualitative or mixed methods approach in their research and why they have employed that approach and not other approaches. The right approach is one that can help the candidate address the research questions or hypotheses effectively.

ii) **The research design:** The research design helps us structure the research so that the major parts of the research project can work together in trying to address the research questions or hypotheses (Kombo & Tromp, 2006). Candidates should spell out the specific design within their chosen approach. For example, in the quantitative approach, a candidate may design his/her research as a pure experiment, a survey, a correlational study, a descriptive research, or experimental research. In the qualitative approach, the candidate may design his/her research as an ethnographic study, a discourse analysis investigation, or historical research. The candidate should choose the design that is both useful in collecting valid, reliable or trustworthy data and one he/she has learned and is therefore familiar with.

iii) **Area of study (aka study location or setting):** The geographical location of the population of research interest should be described in this subsection. Reasons also need to be given for selecting it and not others. The degree of description of this area of study depends on the research approach, design and purpose. Candidates should thus justify their identification of areas of study based on their research approach, design and purpose. Moreover, geographical delimitations (if needed) should be clearly shown and, if necessary, illustrated using a self-explanatory sketch map.

iv) **Population:** A population is "a larger group of individuals objects or items from which samples are taken" (Kombo & Tromp, 2006: 76). Populations may differ in terms of their characteristics such as socioeconomic, demographic, and religious. We select populations that have characteristics of our research interest. It is therefore important to preliminarily study the characteristics of the population before we decide to draw a sample or samples from it. Candidates should thus clarify the

characteristics of the population of their research interest and indicate the relevance of these characteristics to their research approach, design and purpose.

v) **Sampling techniques and procedures:** There are various sampling techniques, usually classified as random and non random. Once the appropriate technique has been decided upon, there is a sampling procedure relevant to that particular technique that should be followed. For example, the random sampling technique fosters researchers to follow a procedure that, to a great extent, is different from the maximum variation technique of purposive sampling. Decisions on the appropriate type of sampling techniques and procedures are primarily based on the research design, purpose, specific research objectives, questions or hypotheses. Candidates should present clear arguments for the decisions and choices they have made on sampling techniques and procedures.

vi) **Sample:** Because we often cannot study whole populations, we need a sample. The characteristics of a sample such as sample size, diversity, representativeness, and accessibility depend on the research approach, design, and purpose. For instance, in survey designs samples are larger than in experimental designs or in qualitative research designs. Thus, candidates need to clarify and justify the characteristics of their samples and the relevance of the samples to their research approaches, designs and purposes.

vii) **Data collection tools (aka research instruments):** In any research, data is essential, analysis of which may generate facts. Since we need valid, reliable or trustworthy data, it is necessary that we collect it using valid, reliable or trustworthy data collection tools/instruments. In view of this, candidates should state how and why the tools were adopted, adapted or constructed, and how their validity, reliability (in quantitative research) or trustworthiness (in qualitative research) was ensured.

viii) **Data collection:** Data collection techniques (e.g., interview) and procedures (i.e., step-by-step process of data collection) vary depending on the approach, design and purpose of a particular research project. Decisions on the right data collection techniques to be employed in a particular research project as well as data collection procedures to be followed in the project need to be made carefully. The most appropriate data collection techniques and procedures are those that can help the researcher collect data that can best address the research purpose and problem. Thus, candidates need to state clearly the techniques and procedures employed or followed in their research papers and argue why they considered them appropriate to their research projects.

ix) **Data analysis:** Like data collection techniques and procedures, data analysis techniques (e.g., the frequency) and procedures (i.e., step-by-step process of analysis) differ depending on the approach, design and purpose of a specific research project. Candidates should state, clarify and justify the techniques and procedures they have used. If the use of computer software was involved, the software should be specified and its use should be justified.

x) **Research ethics** have become an integral part of scientific research. The term *research ethics* generally refers to the moral rules or principles guiding human behaviour that the researcher is obliged to abide by. For example, the researcher is morally obliged to be aware of and abide by the rights of the subjects involved in a specific research project, including the right to being respected and to voluntary participation in a scientific investigation. The researcher is also morally obliged to refrain from acts of academic misconduct such as plagiarism and fabrication. Candidates should briefly state what they did in adherence to research ethics and why they did so. Ethical problems encountered, if any, can also be briefly discussed.

xi) **Conclusion:** The chapter should be concluded, ensuring, *inter alia*, that this chapter is logically linked to the next one.

#### 1.2.4 Chapter 4: Research Findings and Discussion

Data analysis generates results (which in this manual are termed ‘findings’). The findings are then presented, interpreted and discussed in the research report. This manual requires candidates to present,

interpret and discuss their research findings in Chapter 4. Since the purpose of this chapter is to provide and discuss the findings resulting from the research questions (or hypotheses) stated in Chapter 1, the introduction may, for example, include a short but accurate restatement of the questions or hypotheses to which this chapter responds, and an indication of the candidate's intention to address them through presenting, interpreting, and discussing the findings.

The rest of the chapter may consist of sections organised in the order in which the research questions or hypothesis were listed. The candidate should present findings in various forms depending on how the data was analysed (e.g., in numerical, textual, tabular or graphical form) and interpret them (i.e., explain the meaning of the findings). In undergraduate research papers, presentation and interpretation of findings may be integrated with discussion. In this context, to discuss is to articulate the findings and their meanings from different perspectives. For example, one can discuss whether the research problem has been resolved, how the findings agree or disagree with a theory and findings of previous research, or the extent to which the findings give answers to the research questions or hypotheses. The chapter should end up with a conclusion that includes, among others, the key findings and their link to the related theoretical and empirical context.

### **1.2.5 Chapter 5: Summary, Conclusion and Recommendations**

In research reports, summaries are written to close the cycle of research (Cohen *et al.*, 2011; Nachmias *et al.*, 2014). For this reason, candidates should present a summary of key aspects of the entire research project and how these aspects link together. They may be guided by questions such as these: what was the purpose of the study? What methodology was employed to realise it? What were the key findings? What do these findings mean? A summary based on these (and other) questions should be accurate, short and clear, and should be presented in a sub-section entitled *Summary of the Study*.

The *Conclusion of the Study* section is evaluative. It assesses the usefulness of the key research findings in a nutshell and briefly states how well these findings have addressed the research objectives and the research problem. Discoveries or unique observations resulting from the study, if any, are briefly stated and evaluated here. The conclusion section, therefore, becomes the basis for recommendations.

Finally, this chapter ends with a sub-section entitled *Recommendations of the Study* in which the candidate recommends what should be done next and how it should be done. For example, candidates may recommend further investigation within their research topic, or ways to solve a practical problem (e.g., discrimination in mining areas or truancy in schools). The recommendations help place the study within the continuing flow of research and they indicate that the researcher's contribution represents only one addition to the extending reservoir of knowledge.

Chapter 5 is usually brief, but without it the research paper lacks closure. Summaries, conclusions and recommendations are typically written without citing sources such as published material.

### **1.3 The Main Body of a Post-graduate Dissertation or Thesis**

This section concerns master's dissertations and theses, and doctoral theses. However, doctoral theses are supposed to differ from master's dissertations and theses in terms of complexity of the problems under investigation and depth and maturity in the analysis of the findings. The main body of the post-graduate dissertation/thesis shall consist of a minimum of six chapters namely: Introduction, Review of Literature, Research Methodology, Research findings, Discussion, and a final chapter on Summary, Implications and Recommendations. Doctoral theses may comprise more than six chapters depending on the nature and magnitude of inquiry. Regardless of the number of chapters, the components within and across chapters should be integrated seamlessly.

### 1.3.1 Chapter 1: Introduction

Since the purpose of the introduction chapter is to introduce the dissertation/thesis to the reader, it should be relatively short, not exceeding 5 pages. It should be written in a simple-to-read language to enable readers to quickly understand what the study is about and its value or significance. It should contain the following sub-sections:

i) **The background section:** There is a notable degree of variation between the background section in basic research and one in applied research. In basic research (whose primary goal is to contribute to the existing literature or body of knowledge), the background section should clarify the topic of interest and its significance (i.e., why it is worth investigating or why the candidate is interested in it). It should highlight theories and previous research on the topic, including, where necessary, other forms of literature such as policy documents. The section should also briefly state how the present study is contextualized within this body of knowledge or literature. In applied research (whose primary goal is to solve practical problems or provide recipes for solving such problems) the background section should present a synthesis of insights or ideas drawn from literature and the realities as experienced by the researcher in the real-world context where the problem was identified. The aim is to describe the context of that real world in the light of the existing theories, contexts, and previous research.

ii) **The statement of the problem** section also varies depending on the type of research—basic or applied. In its core, the basic research section should state in very specific terms what the problem is—whether it is in the form of a gap in previous research (e.g., missing link or key concept), controversy, out datedness of theory or model, a problematic tool (or instrument) of data collection, or methodological inadequacy—and why it is worth investigating. This core should be contextualised by briefly stating previous findings that are close to what the researcher sets out to investigate. In applied research, the core of the problem statement section should clearly state the real-world problem (e.g., unrealistic policy) and why this problem matters. The core should be contextualised by briefly stating the real-world context from which the problem was identified, and drawing conceptual tools from literature to help the reader understand the problem from both theoretical and practical standpoints and feel the necessity to address it.

iii) **The purpose of the study** section spells out what the study intends to do. In basic research, the purpose of the study may, for instance, be to fill a gap in previous research or resolve a theoretical controversy. In applied research, the purpose may, for example, be to provide a recipe for solving poverty-related problems among street children living in urban areas. In both cases, the researcher states what he/she hopes to achieve as a result of the research process (Kombo & Tromp, 2006). There should be a sub-section on specific objectives spelled out to help the researcher achieve the purpose of research. The specific objectives should be further specified by stating specific research questions or where necessary (e.g., in experimental research), by stating hypotheses instead of or along with specific research questions.

iv) **The significance of the study** section is where the candidate should argue why his or her study matters. The benefits of the study should be clearly spelled out. In basic research, researchers *primarily* seek to contribute to relevant knowledge fields, whereas in applied research, they *primarily* seek to solve practical problems (e.g., in action research) or to provide solutions (recipes) to these problems. Thus, in stating the significance of the study, candidates should be specific.

v) **The conceptual framework** (model) section consists of key concepts and their theoretical relationships. One role of these frameworks is to help the researcher remain in focus during the research process and achieve the research purpose; another is to guide the researcher in the operationalization or disaggregation of the concepts, for example, during the construction of data collection tools/instruments. Operationalization, a typical practice in quantitative research, is a reductionist process in which the researcher reduces the concepts into specific items which can be

organized to form a data collection tool/instrument. These items are turned into measurable variables during data analysis. Disaggregation, preferred mostly in qualitative research, is a similar process except that the items are broader and may form useful qualitative data collection tools. Using illustrations (e.g., diagrams), candidates should describe the key concepts used in their research and their relationships, and the meaning of these relationships. Candidates can use self-developed or adopted/adapted conceptual frameworks.

vi) **The scope of the study** subsection is where the scope of the study is briefly stated, showing how the researcher has delimited the study (e.g., in terms of a geographical area where the sample was drawn and topical area of research interest—i.e., how the topic was narrowed down). The scope of the study should be elaborated and clarified in the methodology chapter.

vii) **The limitations of the study** subsection briefly presents a statement on the limitations of the study. It specifies factors that have negatively affected the study and the researcher's effort in trying to overcome or minimise the impact of these factors. This statement may caution the reader when judging the validity, reliability and trustworthiness of the research manuscript. This section is usually brief. Details and justification of the study limitations should appear in the methodology chapter and discussed in the Discussion chapter.

viii) **The concluding section** (which may be entitled *Structure and Content of the Study*) should appear at the end of the chapter. The significance of this section is twofold: it links this chapter to the next, and it is here where the candidate should aid the reader by 'sketching a map' (in words) showing the structure of the dissertation/thesis (how the chapters are organised) and content (what each chapter consists of or what it is about). The section may consist of a short and clear paragraph.

### 1.3.2 Chapter 2: Review of Literature

The organisation of the literature review chapter varies across research reports (e.g., based on schools of thought or historical periods). Candidates should decide on their organisational strategy, ensuring that their reviews include only legitimate sources relevant to their research, and avoiding unnecessary repetition. Whatever organisational strategy employed, the chapter should be divided into logically sequenced sections and sub-sections, beginning with an introduction and ending with a conclusion. Candidates should note that literature review is not only descriptive; it is a review in the real sense, that is, it is also critical and evaluative. The purpose is to understand clearly the topic being reviewed. The review may also lead to identification of problematic areas. In applied research, the review of literature develops an informed understanding of the identified real-world or practical problem and its theoretical and/or empirical context. The key aspects of the review chapter are specified as follows:

i) **A discussion of key concepts:** In basic and applied research, concepts help us draw various threads of meaning together, enabling us to easily understand our research topics. Part of the review should clarify these concepts and show how they link with each other and (in applied research) how they link with the context of the real-world where the problem was identified. Where possible, these concepts should be discussed within the context of theories or body of knowledge (e.g., policies) to which they are logically related or attached.

ii) **Analysis and discussion of previous research:** It is important to note that certain aspects of the research topic the research may be interested in may have been investigated by other researchers. The researcher should analyse and discuss such findings, showing how they link to his/her study. In applied research, this discussion should be linked to the real-world context where the problem was identified. Applied researchers are usually interested in how other researchers have conceptualised similar problems, how they have investigated them, and how viable the solutions they came up with have been. These issues should be reflected in this discussion.

iii) **Specification of problem areas:** In both basic and applied research, problem areas (if any) in the literature should be made salient, elaborated and evaluated. These problems may be in various forms, such as gaps in previous research (e.g., missing links), controversies, contradictions, unclear concepts,

or bottlenecks in policy implementation. In basic research project, the candidate should also indicate in the discussion if the research project is concerned with one of these problems, and if so, he or she should refer the reader to the statement of the research problem in the first chapter, where more detail is given on the problem.

iv) **Theoretical framework:** In both basic and applied research, the literature review, *inter alia*, should lead the researcher to a decision on the theoretical perspective to be employed in his/her research. A theoretical framework is a ‘theoretical lens’ through which the researcher views the ‘reality’ being investigated (the lens can, for example, be sociological, social cultural, psychological, or feministic). This framework also keeps the research process within its broad theoretical boundaries. Candidates should either use available frameworks or develop their own based on the theoretical discussion they have presented in this chapter. Whether adopted or self-developed, the framework should be outlined and its usefulness should be clarified and justified. A conclusion should be drawn in the last paragraph.

### 1.3.3 Chapter 3: Research Methodology

Research Methodology is essential in that it provides a framework for carrying out basic or applied research. The basic components of a research methodology are: research approach (also known as *mode of inquiry*), research design, targeted population, sample, data collection tools/instruments, and data collection and analysis. These components should appear in the methodology chapter of the candidates’ dissertation or thesis. They should be divided into sections and sub-sections, and organised in a logical flow, beginning with an introduction and ending with a conclusion.

i) **Research approach:** In advanced research (e.g., one done at doctoral level), a philosophy of scientific research adopted by the researcher is articulated as part of his/her research project. Arguments in favour of the adoption of a philosophy of scientific inquiry should be congruent with the principles of a research approach (i.e., quantitative, qualitative or mixed methods) employed in a particular investigation. Therefore, the decision to use a certain research approach should be accompanied with a rationale for using it based on a chosen philosophical perspective. Traditionally, positivism, post-positivism, and interpretivist philosophical perspectives have dominated research. Today, however, researchers’ attention is gradually shifting to a more rigorous philosophy of scientific inquiry known as pragmatism (Cohen *et al.*, 2011; Given, 2008).

Pragmatism, as understood in the context of scientific inquiry, allows the researcher to choose a research approach (from any of the three) that can best help him/her address the research problem. This contrasts with other philosophical paradigms which, once chosen, confine the researcher to a specific research approach (e.g., positivism confines research within the quantitative approach, and interpretivism limits research within the qualitative approach). Therefore, each candidate should make careful decisions on his/her chosen research approach and should justify his/her decisions based on an appropriate philosophical perspective, research problem, and research objectives or questions.

The philosophical aspect of the research approach may not necessarily feature in Master’s dissertations/theses. However, a candidate’s choice of research approach should be justified, for example, by explaining and justifying the extent to which the approach is appropriate to the research problem and the degree to which the approach responds to the research purpose, questions or hypotheses.

ii) **The research design:** Any scientific inquiry, whether basic or applied, requires a research design. This design can be defined as a framework that “holds all the elements in a research project together” (Kombo & Tromp, 2006: 70). There are distinct research designs in each research approach. For example, survey, correlational, descriptive, and experimental designs are common within the quantitative mode of inquiry. Research designs within the qualitative mode are ethnographic, grounded theory, discourse analysis, and historical and many others. Sequential and concurrent are examples of research designs in the mixed methods research approach. Candidates should, *inter alia*, state clearly their research designs and give informed reasons for choosing them. Arguments on the

choice of a design should, among others, focus on its congruence to the employed research approach and on its usefulness in collecting valid and reliable (or trustworthy) data. Doctoral dissertations/theses should move a step further by presenting arguments on the congruence between the design and its adopted philosophy of scientific inquiry.

iii) **Area of study(also known as study location or setting):** In this subsection, the geographical location of the population of research interest is described. The characteristics of this location are explicated and reasons for selecting it and not other areas are stated. The extent to which the area of study should be described depends on the type of research (basic or applied), approach and design. For example, ethnographic designs tend to need a more extensive description of the study area (and population in it) than experimental designs. In any case, geographical delimitations should be clearly shown and, if necessary, illustrated using a clearly drawn sketch map, with relevant symbols indicated and clarified.

iv)**Population:** In the context of basic and applied research, population refers to a group of persons such as students, civil servants, patients, or all people in a given setting. It can also mean a group of other living things such as bacteria, grasshoppers, or mosquitoes (cf., Kombo & Tromp, 2006). Candidates should specify their targeted population, describe its characteristics of research interest and show the relevance of the population and its characteristics to their research problem and purpose.

v) **Sampling techniques and procedures:** Samples are drawn from the population based on the relevance of its characteristics to the purpose of a particular research project. There are specific techniques (e.g., simple random sampling) and procedures (i.e., step-by-step sampling process) for drawing a sample from a population. The basic principle is: we draw the sample according to the approach, design and purpose of a particular research project. Therefore, candidates should clearly state their chosen sampling techniques and procedures and justify their choices in the context of their research approach, design and purpose.

vi) **Sample:** In all research approaches (i.e., quantitative, qualitative, and mixed methods), a sample is needed particularly when we cannot study whole populations. The characteristics of a sample (e.g., sample size, diversity, representativeness, and accessibility) depend on the research approach, design, and purpose. For example, samples in survey designs are necessarily larger than in experimental designs or in all research designs in the qualitative research approach. Therefore, candidates should necessarily clarify and justify the characteristics of their samples and the relevance of the samples to their research approaches, designs and purposes.

vii) **Data collection tools (aka research instruments):** Data collection tools or instruments are devices, facilities or guides used for data collection. They include questionnaires, checklists, telescopes, microscopes, satellite systems, and observation schedules. They can be self-developed, adopted or adapted. The development, adoption or adaptation of a data collection tool should be done consistent with specific research questions/hypotheses (or even specific research objectives) and in congruence with the research approach, design and purpose. The characteristics, validity, reliability or trustworthiness of the tools should be stated. The relevance of the tools to the research process should be explained. If the tools were self-developed, the method and procedure for developing them (including piloting) should be briefly stated. If the tools were adapted, the adaptation process should be clearly stated. Ultimately, the tools should be capable of generating data that can effectively address the research problem.

viii)**Data collection:** Data collection is a systematic activity forming an important part of a research process (Cohen *et al.*, 2011). Decisions and choices of data collection techniques and procedures in a particular research project are largely determined by the research approach, design and purpose, as well as research type (basic or applied). Data can be collected, for example, through administering a questionnaire or conducting an interview. Whereas data collection in basic research can lead to the generation of data for addressing research questions or hypotheses, the role of this process (alongside data analysis) is twofold in applied research: problem identification (and clarification) in a real-world setting, and addressing the research objective, questions or hypotheses. In any case, data collection



techniques (methods) and procedures should be explained and informed reasons for choosing (or using) them should be given. The validity of these techniques and procedures will be judged, for instance, based on their consistency with the research approach, design and purpose and their viability in addressing the research problem.

ix) **Data analysis:** Data analysis is a systematic activity which is an essential part of the research process (Cohen *et al.*, 2011). Data analysis techniques and procedures, like data collection techniques and procedures, are largely determined by the approach, design and purpose of a specific research project, as well as research type (basic or applied). Data can be analysed quantitatively (using descriptive and/or inferential statistical techniques) or qualitatively (e.g., using techniques of conversation analysis, content analysis, discourse analysis or thematic analysis). Data analysis in basic research enables researchers to address research objectives, questions or hypotheses. But in applied research, data analysis leads to problem identification (and clarification) in a real-world setting, and enables researchers to address research objectives, questions or hypotheses. In any case, data analysis techniques and procedures should be explained and informed reasons for choosing (or using) them should be given. The validity of these techniques and procedures can be judged, for instance, based on their consistency with the research approach, design and purpose and on their viability in addressing the research problem.

Moreover, Candidates should note that, although data analysis in qualitative research is *predominantly* qualitative, the use of descriptive statistics in analysing qualitative data is common. However, whereas descriptive statistics are also compatible with and frequently used in the quantitative mode of inquiry, inferential statistics are *inherently* part and parcel of the quantitative approach.

Finally, researchers in both qualitative and quantitative modes of inquiry have developed useful computer software for data storage and analysis. The software devices are useful in handling massive data. While SPSS, AMOS and MS Excel are amongst statistical tools frequently used in quantitative research, ATLAS.ti, NUD-IST and Ethnograph are tools commonly used in the qualitative mode of inquiry. If candidates use any of these (or other) computer software in their research projects, they should specify it and justify its use.

x) **Research ethics:** Research ethics—the moral principles guiding the researcher’s behaviour during a scientific inquiry—has become a sensitive part of scientific research. Some of the moral principles are formally documented while others exist in the form of undocumented social norms, customs, and traditions upheld, made explicit and respected by individuals residing in specific settings (e.g., villages). In any case, researchers are as much as possible obliged to learn, understand and conform to these ethical principles before and during an investigation. An instance of these principles is the obligation of the researcher to respect those who participate in his or her study, ensuring voluntary participation of these individuals in the research project. Another instance is the moral requirement of the researcher to avoid all forms of academic dishonesty and misconduct such as plagiarism and fabrication. Therefore, candidates should present a succinct statement about their adherence to ethical principles relevant to their specific research projects as well as ethical problems they have encountered, if any.

xi) **Conclusion:** The chapter should be concluded. One of the features that may appear in the conclusion is the linkage between this chapter and the next.

#### 1.3.4 Chapter 4: Research Findings

This chapter is written after the candidate has analysed data and aims to provide answers to the research questions (or responses to hypotheses) presented in Chapter 1. The logic of its organization depends on the researcher’s decision. However, for purposes of efficiency and meaningfulness of the chapter, the introduction should link this chapter to the research questions and the methodological arguments in Chapter 3. An overview of how the chapter is organised can also be presented here. The main part of the chapter can be organised based on the logical sequencing of research questions or hypotheses as stated in Chapter 1. That is, if the researcher set out to address four research questions,

there should be four sections, each addressing a single question/hypothesis. In addition, titles that name the sections should be derived from these questions/hypotheses. Long sections should be divided into titled sub-sections.

In each section (or subsection), candidates should present research findings (e.g., in numerical, textural, tabular or graphical form) and interpret them (i.e., explain the meaning of the findings) and draw conclusions. When interpreting the data, the candidate should ask him/herself questions such as these: what does this finding (e.g., a correlation coefficient of 0.73) mean in this context of data? (not outside this context) and how do I conclude on this finding? In other words, the candidate should be concerned with the 'voice' of the data to be reported in this chapter. This chapter is not the place for other voices to be heard, such as those raised by theorists, previous researchers, and the candidate himself/herself. Thus, citation of sources outside the data is not expected. Candidates should ensure that presentation and interpretation of research findings is succinct. The paragraph(s) concluding this chapter should consist mainly of a summary of the key findings and an overall conclusion of these findings. This summary becomes the basis for discussion in the discussion chapter. An extract below illustrates (in very simple terms) how such conclusions of key findings can be made:

To sum up, the comparative study revealed that, in the last decade (2005-2015), the Overall Crime Frequency (OCF) was higher in Dar es Salaam than in Kigali. The study also showed that in both cities (Dar es Salaam and Kigali), OCF was higher in slum areas than in suburbs...

### **1.3.5 Chapter 5: Discussion**

In basic and applied research, this chapter discusses the *key* findings (not all findings) as summarised in the concluding paragraph(s) in Chapter 4. In research context, to discuss is to articulate the nature and meaning of research findings from different viewpoints such as theoretical, empirical and practical points of view. It may be organised based on criteria the candidate considers suitable. Whatever organisational style the candidate may prefer, he/she should ensure that the content of this chapter is coherently linked to that of the rest of the dissertation/thesis. Therefore, among other things, the link between the content of this chapter and the study purpose should be briefly stated in the introduction.

The rest of the chapter may be organised in the order of the sections in Chapter 4. In basic and applied research, this chapter should discuss the degree to which the findings have addressed the research problem and questions or hypothesis, and how they link with those of previous research in the same topic. The chapter should also discuss how the findings can be explained based on relevant theories—this includes a critical assessment of the frameworks (conceptual and theoretical) used in the study. It should also critically evaluate the used research design and methodology based on the findings. Moreover, the researcher's personal views and experiences may be included in the discussion as long as they are relevant to the research project (this is more relevant to applied research). Other aspects worth discussing may also be included in the discussion chapter provided they are relevant to the purpose of the candidate's research project. Candidates should note that in this chapter it is *unacceptable* to summarize the findings first before they discuss them. Candidates should avoid this unnecessary repetition. Since the summary of findings is presented in Chapter 4, this chapter (Chapter 5) should be for discussion only. The extract below illustrates in very simple terms how the short summary of findings in Chapter 4 can be discussed without unnecessary repetition.

...the finding that the Overall Crime Frequency (OCF) during the last decade (2005-2015) was higher in Dar es Salaam than in Kigali can be explained by the Urban Crime Theory, particularly its central tenet positing that the higher the urban population density, the higher the OCF (Akilimali, 2014). The plausibility of this tenet is augmented by statistics indicating that the population density in Dar es Salaam is higher than in Kigali (Nkurunzali, 2015; URT, 2016). Thus, based on this tenet, the low OCF in Kigali is attributable to its low population density, while the high OCF in Dar es Salaam can be attributed to its high population density. This relationship has also been reported in previous studies. For example, a survey carried out

by the AU's Bureau of Statistics (2015) has shown that Blantyre, Lusaka and Tanga are among urban areas with lower population density and OCF compared to Lagos, Johannesburg and Nairobi, whose higher population densities tend to correlate positively with OCF. However, it can be argued that population density alone may not be the real cause of OCF. This is because...

Secondly, the slum-suburb differences in OCF—slum areas having higher OCF than suburbs in both cities—as revealed in the present study, are worth considering. Although a theory that can explain these differences seems to lack, previous research in this area (e.g., Davidson, 2016; Mwendomkali, 2013) suggest that...

The length of this chapter and level of complexity of the discussion shall depend on the type of research manuscript. Doctoral dissertations are expected to be more multifaceted and extensive compared to master's dissertations and theses. The chapter should end with a short paragraph that concludes the discussion.

### **1.3.6 Chapter 6: Summary, Implications and Recommendations**

In basic and applied research, the summary closes the cycle of research (Nachmias *et al.*, 2014). The researcher presents a summary of key aspects of the whole research project as well as the linkage of these aspects. The summary may include a concise narration of the research purpose and the methodology employed to realise it, and a succinct description of the key research findings and their meaning in the context of the research purpose. Candidates should ensure that their summaries are logical, coherent and include all the key aspects of their research projects.

Consequently, the summary of a study may motivate the reader to know the *value* of the study. This obliges the researcher to state the implications of the study. In scientific inquiries, implication statements may, for example, indicate the degree to which the study contributes to its related empirical knowledge, the extent to which it challenges a theory or methodology (mostly in basic research), or the viability of a solution to a practical problem (mostly in applied research). Candidates should coherently state the implications of their research in a separate sub-section. This sub-section extends and elaborates the brief *significance* statement that appears in Chapter 1. This statement is crucial; it clarifies the value of the research project.

The implications sub-section should be followed by a sub-section on recommendations. In applied research, to recommend is to state the way forward. This 'way forward' may include: the review of a policy, a bylaw, or a solution (or action in response) to a practical problem. In basic research, to recommend is to state e.g., what should be investigated further or how a theory or methodology can be improved based on the findings of the current research project. In short, the type of recommendations made depends on the type of research. Therefore, apart from placing the study within the continuing flow of research (the primary goal of basic research), recommendations may link the study to practical or policy problems (the primary goal of applied research). Candidates should present recommendations consistent with the type of their research projects. Finally, in this chapter, the only 'voice' that needs to be heard is that of the candidate, which means that citing other authors' work may not be appropriate.

## **1.4 Supplementary Material in Undergraduate and Postgraduate Research Manuscripts**

### **1.4.1 References**

References organised in the APA formatting style should be listed in an alphabetical order based on surnames of authors (or names of institutions). The reference list should come immediately after the last chapter. Candidates should ensure that all material (e.g., previous studies, theory, methodological discourse) referred to or quoted in their research manuscripts has its reference in the list, and key

information (e.g., names of authors and years of publication) in the listed references should be locatable somewhere in the manuscript (read Part 2 of this manual for more detail).

### **1.4.2 Appendices**

This section contains other relevant material that could not appear in the main body of the research manuscript. These are, for example, questionnaires, statistical formulas and calculations, maps, pictures, test papers, letters of authority, and musical notations. If there are references that are difficult to access but the author was lucky to access them (e.g., some well hidden archive materials), they may be included in the appendices to help future researchers. It is important for candidates to obtain permission to copy those resources and follow the procedure for reproducing copyrighted materials.

### **1.4.3 Further References for Structure and Content**

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. New York: Routledge.

Given, L. (2008). *The SAGE encyclopedia of qualitative research methods*. London: Sage.

Kombo, D. K., & Tromp, D. L. L. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Paulines Publications Africa.

Makumira University College (2008). MUCo research format: Guidelines for content and format.

Nachmias, C. F., Nachmias, D., & DeWaard, J. (2014). *Research methods in the social sciences*. New York: Sage.

## 2.0 FORMATTING OF RESEARCH MANUSCRIPT

### 2.1 General Formatting of the Text on the Page

All formatting indicated in this manual is based on the *Publication Manual of the American Psychological Association*, Sixth edition (2010) and the updated APA available on-line at [www.apastyle.org](http://www.apastyle.org), with the following exceptions:

- British English will be the spelling system used, not American English
- The date system should be Tanzanian (date, month, year) and not American
- The left hand margin should be 1.5 inches (4 cm) instead of 1 inch for binding purposes
- The entire paper should use justified margins instead of left-aligned margins

The APA book and web site also contain many additional resources on regarding punctuation, parenthesis, italics, use of electronic resources, and much more. Students are encouraged to make good use of these resources.

The Tumaini University Makumira research paper (or project), thesis or dissertation should be typed on A4 size (8.26" x 11.69"/21 cm x 30 cm) with 1.5" (4 cm) left margin to leave enough space for binding and 1.0" (2.5 cm) on all other sides.

The paper should use 12-point Times New Roman font throughout, except footnotes and block quotations should use 10-point font. The first line of each paragraph should be indented five spaces (or .5"/1.25 cm). Block quotations should have all line indented five spaces (or .5"/1.25 cm). The main text, and block quotations should be double spaced. Defaults of footnotes in word-documents are acceptable but should be New Times Roman 10-point font. All paragraphs should use justified alignment (this entire manual uses justified paragraph alignment as an example).

The Reference list should be single-spaced and use hanging indent (first line at left margin and subsequent lines indented five spaces or .5"/1.25 cm). An example of hanging indent is below:

Barry, R. & Chorley, R. (1972). *Atmosphere, weather and climate*. London: Methuen.

### 2.2 Pagination

The contents of Certification, Declaration, Acknowledgement, Table of Contents, Lists of Tables and Figures, Abbreviations and Acronyms, and abstract are numbered using lower case Roman numerals (e.g.: i, ii, iii, iv, etc), numbers for the cover and title pages are suppressed. All page numbers shall be in the upper right hand corner of the page.

Page numbering from **CHAPTER ONE (INTRODUCTION)** through the end of the Appendices shall be done in Arabic numerals (1, 2, 3, etc.) starting with page 1, again in the upper right hand corner of each page.

The number of required pages for each work are determined by the requirements of each Programme. The required pages are counted from the beginning of the introductory chapter through the end of reference list. Appendices are not included as required pages.

### 2.3 Cover Page and Title Page

Everything on the cover page and title page should be centered, **bold**, and all words CAPITALIZED. The university information is at the top of the page. The full title, and the complete legal name of the researcher start about one-third of the way down the page. The statement about the paper/project as a part of requirements for the degree program should be in the bottom one-third of the page. The location and date will be at the bottom of the page.

The cover page should have a border around it and be printed on the colour of cardstock approved for each Faculty. The title page contains exactly the same text, but without a border. See the next page for a sample of the cover page with all details shown.

**TUMAINI UNIVERSITY MAKUMIRA**

**MAIN TITLE:**

**SUB-TITLE** (*if needed*)

**AUTHOR** (*first name, middle name or initial, surname*)

**A DISSERTATION/RESEARCH PAPER** (*or PROJECT*)

**SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS**

**FOR THE AWARD OF THE DOCTOR OF**

**PHILOSOPHY/MASTER/BACHELOR/POSTGRADUATE/DEGREE**

**OF THEOLOGY/EDUCATION/HUMANITIES AND SOCIAL SCIENCE/SCIENCE AND**

**INFORMATION TECHNOLOGY/BUSINESS STUDIES IN .....**

**OF TUMAINI UNIVERSITY MAKUMIRA**

**USA RIVER, TANZANIA**

**DATE** (*month year, no comma in between*)

## 2.4 Certification and Declaration Pages

The certification and declaration pages will have a page number as previously noted. The content and format for certification and declaration are provided by the requirements of each programme (See Procedures for Paper/Thesis/Dissertations)

## 2.5 Table of Contents and Headings

The table of contents should follow the format shown below. Note capitalization and italics (with indent) show different levels of headings in the body. All headings in the research paper should be shown in the table of contents. Defaults of table of contents provided by word-processing are permitted, but should be customized according to TUMA general formatting of a text above.

### 1.0 FIRST LEVEL HEADINGS (in body of paper heading is centred)

**1.1 Second Level Headings**  
(in body of manuscript heading left aligned)

**1.1.1 Third Level Headings**  
(in body of manuscript heading left aligned)

**1.1.1.1 Fourth Level Headings,**  
(in body of manuscript heading left aligned)

***1.1.1.1.1 Fifth Level Headings, and next headings***  
(in body of manuscript heading italicized left aligned)

## 2.6 Lists of Tables, Figures and Abbreviations/Acronyms

Tables and figures in the main body of the manuscript should be numbered and listed in a new page just after the Table of Contents. Tables or figures outside the main body of the manuscript should be shown in the appendices and not listed but referred in the manuscript accordingly (Capitalize and Centre all the Headings).

Abbreviations/Acronyms should be put in a new page just after list of tables or figures or after table of contents if there is not list of tables or figures. Abbreviations/Acronyms should also be clearly listed.

## 2.7 Abstract

Put the abstract on an independent page (connected to previous pre-introductory contents). Centre the word **ABSTRACT** and bold it. Follow the requirement of each programme for the excellent abstract/.

The remainder of this manual gives examples of many different kinds of formats to try and address various situations that students may encounter in writing their papers. For further information please refer to the *Publication Manual of the American Psychological Association* (Sixth edition, 2010).

## 2.8 Capitalization and Italics

- a) Capitalize all proper names and initials: I. Mbise.
- b) When referencing the title of a source within the paper, capitalize all words having four or more letters: *Democratization and Revolution*. There can be exceptions to short words that are verbs, nouns, pronouns, adjectives, and adverbs: *The New Deal*.
- c) When capitalizing titles, capitalize both words in a hyphenated compound word: Social-Active Being.
- d) Capitalize the first word after a dash or colon: "The Role of Parents: A Case of Teacher-Parent

- Relationship."
- e) Italicize the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums: *The End of High-Social Context*; *The Power of Media*; *Rain Man*.
  - f) Place quotation marks on journal articles, articles from edited collections, television series episodes, and song titles: "Narration Under the Tree: Constructing African Worlds"; "The Future of African Philosophy."
  - g) The rules given above are also true for headings in the research paper/project.
  - h) The rules for capitalization of titles are slightly different for the Reference List only, as only the first word of a title is capitalized. Please refer to section 3.0 (page 16 of this manual) for more details.

## 2.9 Acknowledging Sources

Any material taken directly, paraphrased, or summarized in one's words from other source should be cited in your text. Any material that appear as originating from your work without acknowledgement of the source, while it was taken, paraphrased, or influenced your ideas is simply *plagiarism*. This also includes *self-plagiarism*, namely presenting previous material of your own as if it was new. Any researcher or author is obliged to avoid plagiarism because it is a serious offence and can result to failure to fulfill graduation requirement in case of students and demotion in case of lecturers and professors.

### 2.9.1 Short Quotations

- a) Stausberg and Engler (2011) explains methodology as referring "to general technical issues regarding methods (i.e., case or sample selection, data collection and analysis), and to the theory and conceptualization of methods" (p. 5).
- b) Research Methodology "refers to general technical issues regarding methods (i.e., case or sample selection, data collection and analysis) and to the theory and conceptualization of methods" (Stausberg & Engler, 2011, p. 5).

### 2.9.2 Block Quotations

A quotation longer than 40 words should be placed on a new line, in 10-point font, and the whole quotation indented (5 spaces), double spaced, with a parenthetical citation after closing punctuation mark, as indicated below:

Mbise (1984) writes:

Kiswahili has conveniently and logically been chosen as the national language through which cultural activities at the national level are conducted. Thus in the domain of literature what followed after independence was the production of a substantial body of Kiswahili literature which gives the reader a notion of the possibility of the emergence of a new literary tradition, significantly different in content from that of previous traditions (p. 54)

OR

It is said:

Kiswahili has conveniently and logically been chosen as the national language through which cultural activities at the national level are conducted. Thus in the domain of literature what



followed after independence was the production of a substantial body of Kiswahili literature which gives the reader a notion of the possibility of the emergence of a new literary tradition, significantly different in content from that of previous traditions (Mbise, 1984, p. 54).

### **2.9.3 Summary or Paraphrase**

When referring to an idea in the text, but not directly quoting, students need to include the original author, year of publication, and page number in the body of the paper. The complete reference will appear in the reference list.

- a) According to Mbise (1984), the introduction of Kiswahili as a national language has created new direction of the establishment of a new national culture (p. 20).
- b) The introduction of Kiswahili as a national language has created new direction of the establishment of a new national culture (Mbise, 1984, p. 20).

### **2.9.4 In-Text Citations (within a text and parenthetical at the end of a text)**

The APA format uses the author-date method of in-text citation, that is author's last name and year of publication appear in the text, e.g., (Kindija, 2008), and the complete reference should appear in the reference list.

#### ***A work by two Authors***

- a) Within the text:  
Research by Kilasi and Mahali (2007) showed that many students do not acknowledge sources.
- b) In parentheses use ampersand:  
It is showed that many students do not acknowledge sources (Kilasi & Mahali).

#### ***A work by three to five Authors***

- a) Within the text:

Research methodology is about conceptualizing research techniques for sampling, data collection, and analysis of data (Kosia, Kilasi, Tilia, Munisi, & Masatu, 2016).**OR**

It has been argued by Kosia, Kilasi, Tilia, Munisi, and Masatu (2016) that research methodology is about conceptualizing research techniques for sampling, data collection and analysis of data.

- b) In subsequent citations, (Kosia, et al., 2008)  
Research methodology is about conceptualizing research techniques for sampling, data collection, and analysis of data (Kosia, et al., 2016).

#### **OR**

It has been argued by Kosia, et al. (2016) that research methodology is about conceptualizing research techniques for sampling, data collection and analysis of data.

#### ***A work by six or more authors in a sentence or parenthesis***

Olotu, et al. (2008) argued . . . **OR** (Olotu, et al., 2008)

#### ***Unknown Author***

Research was done with students learning to write term papers (*TUMA Research Manual*, 2016).

OR

Sometimes "**Anonymous**" is used for the author, (Anonymous, 2001). This applies also for the reference list.

***Organisation as authors or Government agency***

In Research on Poverty Alleviation (2006), it is indicated that the growth of economy has little impact on poverty alleviation in rural areas.

***With a well known abbreviation***

- a) First citation: (Secondary Education Development Programme [SEDP], 2004);  
OR
- b) Subsequent citations: (SEDP, 2004)

***Two or more Works in the same Parenthesis***

(Shuma, 20012; Limbe, 2013)

***Authors with the same Last Name in the same Parenthesis***

(D. Pallangyo, 2014; S. Pallangyo, 2015)

***Two or more Works by the same Author or Paranthesis***

A research by Haule (2016a, 2016b) comes out with some results.....

OR

A study has come out with some results ... (Haule, 2016a, 2016b)

***Citing indirect sources***

Kilasi(2014) argued that . . . (as cited in Mbarawa, 2003, p. 102).

OR

It was argued that ... (Kilasi, 2014, p. 102, as cited in Mbarawa, 2003).

***Referring to Nungwana's and Shio's study cited in Mawuyo, etal***

In Nungwana's and Shio's research (as cited in Mbise, I. R., Kipacha, E. A., & Munisi, R., 2015), . .  
(when the student did not have access to the original work)

***Unknown Author and Unknown Date***

It has been discovered that students are slowly becoming familiar with the use of various sources as references in their studies ("Qualitative Research," n.d.).

***Sources without Page Numbers***

For numbered paragraphs, use the ¶ symbol, or the abbreviation "para." followed by the paragraph number (Kimambo, 1969, ¶ 5) or (Kimambo, 1969, para. 5).

***Use heading if pages are not numbered and specify the paragraph number under that heading***

According to Sululu (2016) songs are used to inculcate certain skills and traits that are important for human passage from childhood to adulthood (Maasai Rituals, para. 6).

**OR**

It is indicated that songs are used to inculcate certain skills and traits that are important for human passage from childhood to adulthood (Sululu, 2016, Maasai rituals, para. 6)

*Note: If referring to a website do not use printed website page numbers unless it is in PDF (fixed) page format.*

**Personal communication (interviews).**

D. Pallangyo advocates for legal prohibition of cutting natural plants that preserve biodiversity and water(Interview, January 4, 2014).

**OR**

There is an increasing advocacy that there should be legal prohibition of cutting natural plants that preserve biodiversity and water (Interview with D. Pallangyo, January 4, 2014).

*Note:Include list of interviewees, their titles/profile, and range of dates on which personal communication was conducted in the Appendix. With personal communication use first name initial(s) and entire last name.*

**Personal communication (letters, emails).**

According to G. Bruno to Leipzig Mission (March 1, 1930) church leadership should adapt communal way of social organization.

**OR**

It was believed that church leadership had to adapt communal way of social organization (G. Bruno to Leipzig Mission, March 1, 1930).

*NOTE: This can also apply to person to person (F. L. Mahali to J. W. Parsalaw, September 15, 2015). All cited letters should be listed in the Reference list as follows:*

Mahali, F. L. (2015, September 15). Correspondence to J. W. Parsalaw, copy in possession of TUMA library, Usa-River, Arusha.

**In-Text Citations from Electronic Sources**

In-text Citations for Electronic Sources follow normal in-text citations categorized above from sources with authorship and without authorship or with pages or without pages and with dates or without dates.

**Figures (images, illustrations, photographs, maps, charts, tables, etc)**

*In-Text Citation of Images (they can be from any source):*

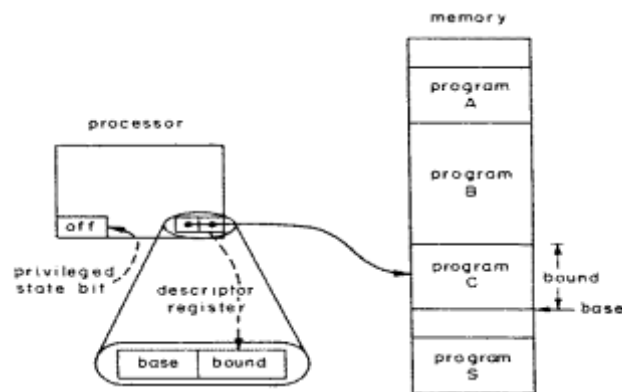


Piaget's three-mountain task (Spelman, 1986, p. 23)

*In Reference List:*

Spelman, N. L. (1986). *Piaget and inholder's three mountains task: Another look*. Hong Kong: University of Hong Kong.

*In Text Citation of Illustrations (they can be from any source)*



Use of a descriptor register to simulate multiple virtual machines (Saltzer & Schroeder, 2000, p. 27)

*In Reference List*

Saltzer, J. H. & Schroeder, M. D. (2000). *Information in computer systems*. Virginia: University of Virginia, Department of Computer Science.

*In Text Citations of Photographs*



Uraki Secondary School Students Playing Traditional Music (CAC, 2016)

*In Reference List*

CAC (2016). Music Education in Secondary Schools in Tanzania. Retrieved from <http://www.cac.ac.tz/photos/>.

*In Text Citations of Maps*

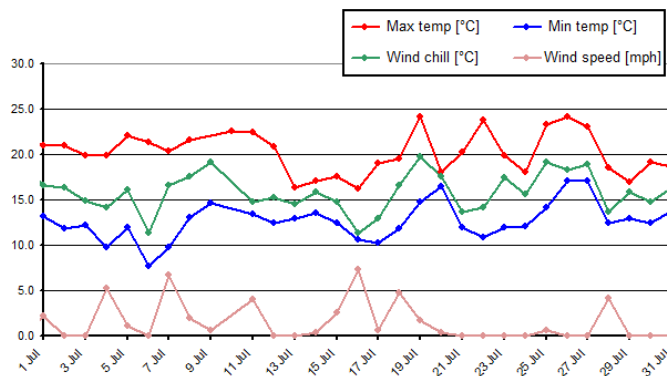


Tanzania (Map, 2016)

*In Reference List*

Tanzania (2016). Map. Google Map.

*In Text Citations Charts*



Wales (July, 2010)

*In Reference List*

Wales (2010). *Weather charts 2010*. Retrieved on 19 August 2016 from <http://www.jlb2011.co.uk/wales/tempcharts/previous10.htm>.

### ***In Text Citations Tables***

**Primary education (Tanzania Mainland): weekly lesson timetable**

Subject	Number of weekly periods in each grade						
	I	II	III	IV	V	VI	VII
Kiswahili	10	10	5	5	5	5	5
English language	–	–	6	6	6	6	6
Mathematics	10	10	5	5	6	6	6
Social studies	–	–	5	5	5	5	5
Health	2	2	–	–	–	–	–
Science	–	–	4	4	6	6	6
Practical arts	6	6	8	8	10	10	10
Religion	2	2	2	2	2	2	2
<b>Total weekly periods</b>	<b>30</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>40</b>	<b>40</b>	<b>40</b>

(Each teaching period lasts 30 minutes in Grades I and II, and 40 minutes in Grades III–VII).

Education statistics (UNESCO, 2006)

### ***In Reference List***

UNESCO (2006). *World data on Education*. 6<sup>th</sup>. Ed. Paris, France: UNESCO, International Bureau of Education, retrieved on 19 August 2016 from, <http://www.ibe.unesco.org/>

## **2.10 Footnotes, Content Notes, and Copyright Permission Notes**

The author should introduce quotes and citations within the body of the text instead of using footnote references. Additional descriptions of quotes or citations can also be placed under footnotes with author surname, year of publication and page(s) where text is citation clearly indicated.

Any notes to appear at the bottom of a page (footnotes) are single-spaced with 10-point. The font is Times New Roman and the text is justified. The numbers always follow punctuation and quotes, as shown on the next page. The first lines of the notes are indented 0.5” (1.25 cm) from the left.

Content notes are references to extra information from other sources, appendices, etc., when they are not directly linked to the text but provide explanation or reference. Keep content notes brief and focused on only one subject.

Students must provide copyright permission for quoting more than 500 words from a text in the format shown below. More than 500 words require the student to get formal permission of the author(s), and be indicated in the footnotes. This formal permission should be in written form and be shown to appendices.

If you are reproducing a graphic, chart, or table from some other source you must also provide a special note at the bottom of the item that includes copyrighted information. Again, permission to reproduce copyrighted material should be secured by the student in written form and be shown to the advisor before the paper is submitted. Begin the citation with *Note*.

*Note:* Map of Tanzania, 2006, copyright 2008 by Google Maps. Reprinted with permission.

## **2.11 Reference List**

The reference list should be single-spaced using 12-point Times New Roman and the text justified. The list should be alphabetized and there should be a blank line between references. The rules for

capitalization are different for the reference list. Except for names of periodicals or journals, only the first word of a title is capitalized, plus the first word after a colon or a dash, and proper nouns (e.g.: Africa or Mbise). Titles of books, names of periodicals or journals, and their volume numbers are italicized.

### **2.11.1 References of Author/Authors Work(s)**

Author(s) Surname(s), Initials of First Name(s). (Year). *Title of Work*. City of Publication: Publisher.

(For articles format styles see 2.12.2. However, with multiple authorship referencing follow rules underlined here in this part)

#### ***Single Author***

Lahey, B. B. (2003). *Psychology: An introduction*. Boston: McGraw Hill Higher Education.

#### ***Two authors***

Sales, B., & Folkman, S. (2000). *Ethics in research with human participants*. Washington: American Psychological Association.

#### ***Three to five authors***

Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). *Cognitive therapy of depression*. New York: Guilford Press.

#### ***More than six authors***

Andermann, E. M., et al. (1996). *Declining motivation after the transition to middle school: Schools can make a difference*. Kentucky, Lexington: University Press.

#### ***Organization as author***

American Psychological Association. (2003). *Psychology: Scientific problems solvers*. Washington, DC: American Psychological Association.

#### ***Unknown author***

*Merriam-Webster's collegiate dictionary* (11th ed.). (2005). Springfield, MA: Merriam-Webster.

#### ***Two or more works by the same author but different date***

Brownlie, I. (2003). *Principles of Public International Law* (6<sup>th</sup> ed.). Oxford: Oxford University Press.

Brownlie, I. (2008). *Principles of Public International law* (7<sup>th</sup> ed.). Oxford: Oxford University Press.

#### ***Two or more works by the same author in the same year***

Banks, J. A. (2002a). *Introduction to multicultural education* (3rd ed.). Boston: Allyn & Bacon.

Banks, J. A. (2002b). *Teaching strategies for ethnic studies* (7th ed.). Boston: Allyn & Bacon.

### **2.11.2 References of Articles in Periodicals or Journals**

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical or Journal*, volume number (issue number), pages.

### ***Article in journal paginated by issue***

Lukumay, Z. N. (2013). Electronic banking in Tanzania: A critical need for regulation. *TUMA Law Review*, 2(1), 67-130.

### ***Article in journal paginated by volume***

Simmonds, N. E. (2005). Law as a moral idea. *University of Toronto Law Journal*, 55, 61.

### ***Article in a magazine***

Engquist, E. E. (2016, 3 December). How students prepare for national examinations. *Insights in Education*, 23, 40-43.

### ***Article in a newspaper*** (Note: p. or pp. is used for newspapers)

Mosha, J. (2016, 24July). A challenge of oral diseases: A call for action. *Sunday News*, p. 10. (*You can indicate the page and column if possible. E.g. p. 10A or 10B, etc, where A, B, C, indicates columns*).

### ***Letter to the editor***

Ulimwengu, J. (2016, 23 July). Do black lives matter? Hell no, don't you know we're taking our country back?[Letter to the editor]. *The East African*, p. 13.

### ***Book review***

Mbise, I. R. (2013, February). Review of the book *Concepts and Methods in Educational Research*, by I. M. Omari. *Tanzania Journal of Education*, 1, 1, 90-91.

## **2.11.3 Edited Books and other Printed Material**

### ***Edited book, no author***

Author. A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Reichardt, C. S., & Rallis, S. E. (Eds.). (1994). *The quantitative-qualitative debate: New perspective* (New Directions for Program Evaluation No. 61). San Francisco: Jossey-Bass.

### ***Edited book with an author or authors***

Alder, J. (2005). *Constitutional and administrative law* (M. Cremona, Ed.). Houndmills: Palgrave Macmillan.

### ***A translation***

Kant, I. (1948). *The moral law – Kant's groundwork of the metaphysics of morals*. (H. J. Paton, Trans.). London: Hutchinson University Library. (Original work published 1785).

### ***Edition other than the first***

Gray, J. C. (1972). *The nature and sources of the law*. (P. Smith, Ed.). (5th ed.). Gloucester, Mass.: Peters.

### ***Article or chapter in an edited book.***

Williams, J., & Seary, K. (2010). Bridging the divide: Scaffolding the learning experiences of the mature age student. In J. Terrell (Ed.), *Making the links: Learning, teaching and high quality student outcomes* (pp. 104-116). Wellington, New Zealand.



### ***An entry in an Encyclopaedia/Dictionary***

Redl, H. B. (1993). Preschool education. In *The new encyclopedia britannica* (Vol. 14, pp. 989-992). Chicago: Encyclopedia Britannica, Inc.

### ***An entry in an online Dictionary/Encyclopaedia***

Simpson, J. (Ed.). (2011). Acquiescence. In *Oxford English dictionary*. Retrieved from <http://www.oed.com/>

### ***Government document***

Ministry of Education and Vocational Training (2007). *Information and Communication Technology (ICT) Policy for Basic Education*. Dar es Salaam: United Republic of Tanzania.

### ***Act (statute / legislation)***

*The Teachers Service Commission Act 2015* (2015, October 20). Retrieved from <http://www.parliament.go.tz/acts-list>.

### ***From other Organisations***

UNDP (2016). *Sustainable Development Goals (SDG)*. United Nations Development Programme.

### ***DVD / Video / Motion Picture (including Clickview & Youtube)***

Stubbs, R., Sululu, S., & Kaghondi, I. (Producers), & Stubbs, C. (Director). (2014). *Boy: The magic of Maasai culture* [DVD]. Usa-River, Arusha: Makumira Studio.

### ***Television Broadcast or Series Episode***

Wendy, S. W. (Writer), & Martian, I. R. (Director). (1986). The rising angel and the falling ape [Television series episode]. In D. Dude (Producer), *Creatures and monsters*. Los Angeles: Belarus Studios.

Important, I. M. (Producer). (1990, November 1). *The nightly news hour* [Television broadcast]. New York: Central Broadcasting Service.

Bellisario, D.L. (Producer). (1992). *Exciting action show* [Television series]. Hollywood: American Broadcasting Company.

### ***Music and Audio Recordings***

Taupin, B. (1975). Someone saved my life tonight [Recorded by Elton John]. On *Captain fantastic and the brown dirt cowboy* [CD]. London: Big Pig Music Limited.

## **2.11.4 Reference List of Legal Material**

### ***Books, Periodicals and Dissertations***

#### ***Books***

Crawford J, (2012) *Brownlie's Principles of Public International Law 8<sup>th</sup> Edition*, Oxford: Oxford University Press

#### ***Periodicals/Journal***

Ruhangisa, J. E. (2012). The handling of cases in the East African Court of Justice. *TUMA Law Review*, 1, 26-39.

### ***Dissertations***

Viana, L. (2012). *Realisation of Human rights in Africa through inter-governmental institutions*. Unpublished Master's Dissertation, Tumaini University Makumira, Usa-River, Arusha, Tanzania.

### ***Reference list entry to a case***

*In reference list: Lessard v. Schmidt*, 349 F. Supp. 1078 (E.D. Wis. 1972).

- a) In-text citation: *Lessard v Schmidt* (1972)
- b) Parenthetical: (*Lessard v Schmidt*, 1972)

*In reference list: Metiso v Road Accident Fund*, No. 3 (SA 1142 (T). 2001)

- a) In-text citation: *Metiso v Road Accident Fund* (2001)
- b) Parenthetical: (*Metiso v Road Accident Fund*, 2001)

*In reference list: Rev. Mtikila v Attorney General*, (T.L.R. 31. 1995)

- a) In-text citation: *Rev. Mtikila v Attorney General* (1995)
- b) Parenthetical: (*Rev. Mtikila v Attorney General*, 1995)

### ***Reference List Entry to an Appealed Case***

*Durflinger v. Artiles*, 563 F. Supp. 322 (D. Kan. 1981). *aff'd*, 727 F.2d 888 (10th Cir. 1984).

In-text citation: *Durffinger v. Artifes* (1981/1984)

### ***Reference to an Unreported Decision***

*Gilliard v. Oswald*, No. 76-2109 (2d Cir. March 16, 1977).

- a) With record number:  
*Dougherty v. Royal Zenith Corp.*, No. 88-8666, 1991 U.S. Dist. LEXIS 10807, at \*2 (ED. Pa. July 31, 1991).
- b) With no record number:  
*Gustin v. Mathews*, No. 76-7-C5 (D. Kan. Jan. 31, 1977) (LEXIS, Genfed library, Dist file).

### ***Reference to a State Trial Court Opinion***

*Casey v. Pennsylvania-American Water Co.*, 12 Pa. D. & C.4th 168 (C.P. Washington County 1991).

### ***Reference to Acts' Documents***

*Written Laws (Miscellaneous Amendments) (No. 2) Act, 2016* (2016, July 7). United Republic of Tanzania, Parliament of the United Republic of Tanzania.

### ***Reference to Acts' Electronic Documents***

*Written Laws (Miscellaneous Amendments) (No. 2) Act, 2016* (2016, July 7). Retrieved from <http://www.parliament.go.tz/acts-list>.

## **2.11.5 Unpublished Papers/Dissertations/Theses, Meeting Papers**

### ***Unpublished paper/master/doctoral dissertation/thesis***

Masago, M. (2006). *A study of students' perceptions of the teaching strategies in private universities: A case of Arusha University*. Unpublished master's dissertation, Tumaini University Makumira, Usa-River, Tanzania.

***Unpublished contribution to a symposium***

Mahali, F. L. (2016, 15 February). Universal priesthood in Protestant Churches in Africa: In E. Gattwa (Chairperson), *The impact of reformation in Africa*. Symposium conducted at the meeting of African theologians, Butare, Ruanda.

***Unpublished Paper Presented at a Meeting***

Shuma, L., & Laltaika, E. (2016, 4 July). *Rights of freedom of expression: A conflict of interests*. Paper presented at the meeting of the Tumaini University Makumira Law Society, Usa River, Tanzania.

***Conference proceedings***

Mbise, K., & Francis, A. (Eds.). (2008). Proceedings from IITEA '08: *International Conference on Innovative Information Technology for East Africa*. Usa River: Makumira University, Tanzania.

***Personal Communication***

This refers to letters, including emails, interviews, telephone conversations and discussions. Personal communications are cited in text only and are NOT included in the reference list. You can include letters, emails, interviews, telephone conversations, and discussions details in the appendix.

**2.11.6 Electronic Sources**

***Electronic version of print book***

Shotton, M. A (1989). *Computer addiction? A study of computer dependency* [DX Reader version]. Retrieved from <http://www.ebookstore.tandf.co.uk/html/index.asp>

Schiraldi, G. R. (2001). *The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth* [Adobe Digital Editions version]. doi: 10.1036/0071393722

***Electronic version of book chapter in a volume in a series***

Strong, E. K., Jr., & Uhrbrock, R. S. (1923). Bibliography on job analysis. In L. Outhwaite (Series Ed. J. *Personnel Research Series: Vol. 1. Job analysis and the curriculum* (pp. 140-146). doi:10.1037/10762-000

***Journal article with digital object identifier (doi)- after doi: follows the identifier***

Muldoon, K., Towse, J., Simms, V., Perra, O., & Menzies, V. (2012). A longitudinal analysis of estimation, counting skills, and mathematical ability across the first school year. *Developmental Psychology*. Advance online publication. doi:10.1037/a0028240

***Journal article without doi***

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, (8). Retrieved on from <http://www.cac.psu.edu/jbe/twocont.html>

***Online magazine article***

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being:

Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor/>.

***Online newspaper article***

Stoltzfus, K. (2016, August 29). Classroom exercise has benefits for students. *Education Week Teacher*. Retrieved from <http://www.edweek.org/tm/>

***Law website material***

Commission for Racial Equality. (2004). Gypsies and travellers: A strategy for commission for racial equality. Retrieved from <http://www.cre.gov.uk/strategy>

***Article from a database***

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of the enjoyment of peas. *Journal of Abnormal Eating*, 8 (3). Retrieved from PsycARTICLES database.

***Chapter or section of a Web document***

Engelschall, R. S. (1997). Module mode rewrite: URL rewriting engine. In *Apache HTTP Server Version 1.3 Documentation* (Apache modules.) Retrieved from [http://httpd.apache.org/docs/1.3/mod/mod\\_rewrite.html](http://httpd.apache.org/docs/1.3/mod/mod_rewrite.html)

***Online forum or discussion board posting***

Frook, B. D. (1999, 23 July). New inventions in the cyberworld of toylandia [Msg 25]. Message posted to <http://groups.earthlink.com/forum/messages/00025.html> (Note: Use the real name of the author if it is provided in the posting. If only the screen name is given, then use the screen name.)

***Computer software***

Ludwig, T. (2002). PsychInquiry [computer software]. New York: Worth.

***Online music or video***

Unga, L. (2008). Again [Recorded by composer]. On *You Tube* [video]. Retrieved from <http://www.youtube.com/watch?v=36ormjJvjGg>

**2.11.7 Personal Communication**

This refers to letters, including emails, interviews, telephone conversations and discussions. Personal communications are cited in text only and are NOT included in the reference list. You can include letters, emails, interviews, telephone conversations, and discussions details in the appendix.

### **3.0 PROCEDURES AND GUIDELINES FOR RESEARCH PAPERS, DISSERTATIONS AND THESES**

The procedures outlined below pertain to three different levels of Tuma academic programmes namely, undergraduate, postgraduate diploma, masters and PhD. The procedures state clearly what is required from the candidates at different stages of their research process up to the submission of the research manuscripts.

#### **3.1 Procedures for Undergraduate Research Papers**

- 1) Each student identifies a research problem and formulates a title. At least two titles need to be submitted to the Research Coordinator of the Department for selection and approval of the best selected title.
- 2) Each student is allocated a supervisor by the Department to guide on the whole research process.
- 3) The student submits a research proposal which should be assessed progressively by the supervisor
- 4) No student should be allowed to proceed to the field without written approval of the proposal and related research instruments by the supervisor. The evidence of the written approval should be filed for record purposes.
- 5) A student proceeding to the field stage of the research should get an official letter of introduction from the Department through the supervisor.
- 6) Once the student is back from the field, he/she should continue liaising with the supervisor for further guidance until submission of the research paper to the Department for examination.
- 7) Each student should submit two bound copies and one loosely bound copy plus one soft copy in a PDF file to the Department three weeks before the final examination.
- 8) Students should adhere to the submission date set by their Departments.
- 9) Students who fail to meet the prescribed time to submit their papers may request an extension of time through their supervisors. The request should indicate the reasons for the extension and should be received by the Faculty Dean ten days before the paper is due.
- 10) The procedures outlined above apply also to those undertaking the independent study in the post-graduate diploma programmes.

#### **3.2 Procedures for Master's Research**

##### **3.2.1 Preparation of the Research Proposal**

- 1) Prior to the preparation of a research proposal the student individually chooses a research topic. The draft of the research topic is submitted to the Faculty Dean and a copy to the Director of Postgraduate Studies.

- 2) The Faculty Dean as the chair sits with the Faculty research committee to evaluate research topics and allocate to the supervisors in accordance to the area of the study.
- 3) The students work upon their research proposals under the guidance of their supervisors within a specified time.
- 4) The research proposal generally contains chapters one to three of the final dissertation and it should conform to TUMA Research Manual.

### **3.2.2 Allocation of Supervisors and their Role**

- 1) As far as possible, the supervisor should supervise the student in the area of the supervisor's specialization. This would help to ensure quality attainment and assurance.
- 2) The supervisor has the responsibility of understanding the study needs of his/her student and should work together with the student to address them.
- 3) Students are advised to work closely with their supervisors and the supervisor has the responsibility of monitoring the student's progress throughout the research period.
- 4) Consultation between the student and the supervisor to discuss the progress of the research work is encouraged. Frequent consultation enables the supervisor to be aware of any new problems in the student's research and to suggest remedial measures before it is too late.
- 5) The students should understand that the research and writing of the dissertation are independent scholarly work of a single candidate, working under the guidance of his/her supervisor.
- 6) Outside help should be reported to the supervisor to avoid conflicting directions. However, feedback from peers and faculty members is encouraged.
- 7) Although the writing of the dissertation is entirely the responsibility of the candidate, the supervisor has the responsibility of ensuring that the final dissertation is of acceptable standards.

### **3.2.3 The Defence of the Research Proposal**

- 1) The Proposal defence will be composed of the following committee members:
  - a) The Deputy Vice Chancellor Academic Affairs ( DVCAA) - Chairperson
  - b) Director of Postgraduate Studies -Vice Chairperson
  - c) Dean of the relevant Faculty
  - d) Supervisors.
  - e) One member appointed by DVCAA, the chair (normally within the TUMA senior staff).
- 2) The purpose of the proposal defence is to provide opportunity for the students and supervisors to review the proposals together. The review process will take into consideration:
  - a) That the research problem is clear and satisfactory as a basis for the study.

- b) That the student exhibits knowledge of methodology and data analysis.
  - c) That the instruments for data collection are adequate and relevant.
- 3) Approval of the proposal must meet the required standard of an ethical research inquiry. The committee will determine:
- a) that the proposal is approved as presented
  - b) that the proposal should be revised before proceeding to the field
  - c) that the proposal is rejected for the study
- 4) The duration of the proposal defence should not exceed more than one hour per candidate.
- 5) The committee should strive to arrive at a common outlook that should enable the candidate to improve the proposal for better research performance.

### **3.2.4 Advancement to the Field**

- 1) The student must meet the following requirements before going to the field for data collection:
  - a) Completion of all course work
  - b) Approval of the proposal by the research proposal committee
  - c) Submission of the proposal clearance form signed by the supervisor to the Director of Postgraduate Studies.
- 2) Permission to conduct research in the institution or with individuals must be obtained from the relevant institution or individual prior to conducting the research.
- 3) Students may not begin to collect data until the proposals and instruments have been approved by the supervisors
- 4) Data collection and analysis are to be conducted and reported honestly and ethically. The student is responsible to consult the supervisor whenever there is a need.
- 5) A letter of introduction of the student to the organization or individuals must be obtained from the office of the DVCAA prior to advancing to the field.

### **3.2.5 Writing of the Dissertation**

- 1) Students are advised to follow TUMA Research Manual when writing their dissertations/theses.
- 2) Dissertations should be written according to APA (American Psychological Association), as stipulated in TUMA Research Manual. Where the University requirements differ from APA, the University requirements should be followed.

### **3.2.6 Initial Submission of the Dissertation**

Three copies of the dissertation, loosely bound with a pink cover and signed by the supervisor, should be timely submitted to the Director of Postgraduate Studies/ Faculty Dean by the candidate three weeks before oral presentation.

### **3.2.7 The Oral Presentation ('viva voce') of the Dissertation/Theses**

- 1) Oral presentation of the dissertations/theses will be made after the internal and external examiners have finished marking all the dissertations.
- 2) The oral presentation committee for the dissertation will be composed of:
  - a) DVCAA- Chairperson
  - b) Director of Postgraduate Studies-Vice Chairperson
  - c) External examiners
  - d) Internal examiners (supervisors)
  - e) Dean of the relevant Faculty
  - f) Any other member appointed by DVCAA, (normally within the TUMA senior staff).
- 3) Committee members, who are unable to be present during the oral defence shall submit their oral examination questions to the Director of Post Graduate Studies, and also nominate the representatives through their respective Dean of the Faculty.
- 4) Members of the oral presentation committee will be provided with a copy of dissertation at least two weeks before the date of the oral examination.
- 5) The purpose of the oral examination is to enable the candidate to formally present his/her work and for the committee to determine that the candidate fully understands the dissertation's context, research procedures, findings and study implications.
- 6) The duration for oral presentation shall normally not exceed one and half hours per candidate.
- 7) The questions in the oral examination shall primarily be focused on the candidate's dissertation research area but questions in the peripheral areas are also encouraged, if they help to establish the candidate's level of academic maturity in his/her subject area.
- 8) The committee should strive to arrive at a unanimous decision to make a definite recommendation to the Senate whether the candidate is deemed to have passed or failed.
- 9) The decision to consider approval of the defence is a closed session that is limited to the members of the committee and the Chairperson.
- 10) The committee will determine as relevant:
  - a) that the dissertation/theses is approved as presented and the degree be awarded
  - b) that typographical corrections and minor revisions should be made to the dissertation/theses and the degree be awarded
  - c) That the candidate revises and re-submits the dissertation/theses and works with the Directorate of Postgraduate Studies to reschedule another defense.
  - d) that the dissertation is rejected for the study and the candidate is deemed to have failed outright
- 11) Approval of the dissertation oral presentation indicates that the dissertation is a scholarly research contribution.



- 12) The External Examiner through the Chairperson of the committee shall submit to the Academic Board, a comprehensive report detailing all the questions addressed to the candidate and the recommendations given to those questions.
- 13) The final decision to award the degree shall be made by the Senate on the recommendation of the Academic Board.
- 14) Any appeal against the decision of the Senate in relation to the dissertation/theses examination result should follow the procedures outlined in the University Examination Policy.

### **3.2.8 Revisions, Corrections and Final Submission**

- 1) After the oral presentation, the candidate should promptly make any necessary modifications as recommended by the committee. The modifications are approved by the supervisor and any other member of the committee who wishes to review them.
- 2) This process should be completed before the student is approved to participate in the graduation ceremony.
- 3) After satisfactorily completing all the corrections recommended by the examiners, the candidate should submit three fully bound copies of dissertations and one soft copy in a PDF file to the office of the Director of Post Graduate Studies. Each copy should be bound in hard, pink cover.
- 4) The writing on the cover page should follow TUMA Research Manual.
- 5) Two copies with original signatures should be submitted to TUMA library and one copy for the relevant Faculty Resource Centre. The number of personal copies is up to the student.
- 6) Publication of the student's dissertation/theses is encouraged for knowledge sharing and it should have an acknowledgement statement indicating the work is based on a dissertation submitted to the Tumaini University Makumira.

## **3.3 Procedures and Regulations for Doctoral Degree Programmes**

### **3.3.1 Duration of the Programmes**

Doctoral degree programmes will ordinarily take a period of 4 years of full time research activities with some added training courses. The programme may begin in the beginning of any semester and may last for a maximum of six years.

### **3.3.2 Entry Requirement**

To qualify for admission to the Doctoral Degree programme, applicants must possess the following qualifications:

- 1) Any Masters degree from any accredited University. The Masters degree should be in the field of proposed research, or in case it is in another field, the applicant must have attained a minimum of at least B+ in a course of methodology in the new proposed field.
- 2) Under special conditions an applicant should also have published numerous articles or books in renowned journals or publishers that produce scientific works. This applicant will be considered for registration by the postgraduate committee and the Senate.
- 3) The applicant must have obtained at least a minimum average of “B+”, and (where it applies) a paper on the new major of the same quality (assessed by the potential internal supervisor).
- 4) Proficiency in spoken and written English is required.

### **3.3.3 Registration**

- 1) The PhD candidates may be registered as part-time or full time students
- 2) Registration of Doctoral students will follow the following procedure:
- 3) The candidate shall submit the application package to the Directorate of Postgraduate Studies
- 4) Materials to be submitted by the candidate are:
  - a) Curriculum Vitae (CV).
  - b) Certified transcripts of the previous academic studies.
  - c) A properly filled in application form.
  - d) Medical and health forms, provided by TUMA and filled in by a qualified physician after a thorough physical examination
  - e) A letter of financial guarantee
  - f) A Research Proposal of 10-20 pages including time schedule
- 5) The Director of Post Graduate Studies shall scrutinize the application package and send to the applicant a letter acknowledging receipt of the package or informing her/ him of what is missing.
- 6) The Director shall channel the completed application package to the relevant Faculty Dean who shall convene the Faculty Postgraduate Research Committee to review and advise the Faculty on the eligibility of the candidate for registration into a Doctoral programme.
- 7) The Faculty Postgraduate Research Committee shall be composed of the Faculty Dean, the lecturer responsible for teaching research in the Faculty and one of the senior lecturers versed in the field practice of the discipline.
- 8) The committee shall write a report on the review of the evaluation of the student indicating acceptance or rejection of the proposal and the Faculty Dean shall submit the report to the Director of Postgraduate Studies.

- 9) The Director shall consequently present the report at the University Academic Board Meeting and to the University Senate for approval.
- 10) Following the recommendations of the Senate, the Director shall inform the applicant of the results of the application.
- 11) The whole process is expected to be completed within two months.

#### **3.3.4 Programme Structure**

The Doctoral programme consists of a dissertation and twenty credits (equivalent to half a year of full time studies) of doctoral studies. The studies are undertaken either in the field of the student's major or any other academic field that is useful for the successful completion of the doctoral programme. The studies may be undertaken in form of structured courses and seminars, presentation of papers in PhD research seminars or other advanced research seminars, writing essays on specific topics or participating in examinations given for that purpose. The content of the studies is individually tailored by the supervisors according to the needs of the student. The studies may be done at any appoint of the programme.

#### **3.3.5 Programme requirements**

- 1) **Field of Study:** Applicants will apply to enter in the Doctoral programme in one of the academic disciplines offered by the University.
- 2) **Period of Study:** Candidates will pursue their stipulated studies and undertake research within the specified period of four academic years, and should satisfactorily complete the assigned studies of 20 credit hours under the direction of their supervisors.
- 3) **Seminars and Colloquia:** The student is encouraged to join other local and international research programmes and groups related to his/her area of study .
- 4) **Minimum Requirements:** The minimum requirements for the Doctoral degree are:
  - a) Writing a dissertation as required by TUMA research guidelines
  - b) Defending successfully the thesis/ dissertation in public and
  - c) Covering satisfactorily the 20 credits assignments assessed by the supervisors.
- 5) **Progress Reports:** The student should produce a report of her/his studies and research every six **months**. The report must be endorsed by the supervisors and accepted by the TUMA Senate.
- 6) **Extensions:** Candidates should present their dissertations within the four years unless granted an extension by the TUMA.

### **3.3.6 Supervision**

- 1) The PhD candidate shall work under the guidance of two supervisors appointed by Tumaini University Makumira. One of the supervisors shall come from TUMA from the relevant Faculty and the second supervisor shall come from another University, either within Tanzania or outside Tanzania.
- 2) The supervisors shall be selected for their relevant research interests and expertise and should be Professors, Associate Professors or senior lecturers who are holders of doctorates.
- 3) All outside supervisors shall submit current CVs for approval by the Senate.
- 4) The supervisor has the responsibility of guiding and monitoring the student's progress throughout the study period.
- 5) The student shall produce a progress report after every six months. The report must be endorsed by the supervisors and approved by the Senate.
- 6) Although the writing of the thesis is entirely the responsibility of the student, the supervisor has the responsibility of ensuring that the final Thesis is of acceptable standards.

### **3.3.7 Submission and Defence of the Doctoral Thesis**

- 1) The Doctoral degree shall be awarded in acknowledgement of the receiver's satisfactory completion of the Doctoral programme and a demonstration, through a publicly defended thesis, of a capacity to carry out an academic research project involving independent use of the academic research methodology of the subjects in accordance with prescribed standards of TUMA.
- 2) There will be a panel to assess the Doctoral Thesis. The eligibility requirements for the members of a minimum three person's assessment committee are the same as for the supervisors. At least two members of the panel with the required qualification of Professors, Associate Professors or PhD holders must come from outside of TUMA.
- 3) The assessment panel shall submit a recommendation as to whether the candidate, through the publicly defended thesis/ dissertation, has fulfilled the requirements of the TUMA Doctoral programme. The assessment panel may allow that changes or supplements are added to the thesis prior to the defence. This work of prior assessment can be done by the panel via e-mail, telephone or other communication.
- 4) TUMA decides the venue of the public defence and the student makes five hard copies of thesis/ dissertation publicly available in the TUMA library at least a month before the defence. One soft copy in a PDF file of the dissertation should be available to the panel members.
- 5) The members of the assessment panel have to be present at the defence. The candidate is given the opportunity to explain the work and shall subsequently undergo an examination by

the assessment panel. The person chairing the defence may permit other persons present to make a contribution during the defence.

- 6) The assessment panel shall submit its recommendation as to whether the PhD degree should be awarded immediately after the public defence. In case the panel does not agree on a positive recommendation, the preliminary recommendation of the panel shall be sent to the candidate, who shall be given a period of up to two weeks to comment on the recommendation, after which the final recommendation shall be made.
- 7) 3.7.6 The PhD degree shall be awarded if a positive recommendation has been given by a majority of the assessment panel members. The recommendation contains also a mark given to the thesis/dissertation. The recommendation has to be made within a month from the public defence.
- 8) Complaints of the candidate concerning the assessment of the thesis are to be directed to the Postgraduate Director and communicated to the Deputy Vice Chancellor for Academic Affairs and TUMA Senate.

### **3.3.8 Graduation**

The student is granted a PhD certificate once all requirements of the doctoral degree are fulfilled and recommendations of the assessment panel have been given. From that time onward she or he may be called a “doctor”. The student has the right to participate in following TUMA graduation ceremony, from which is allowed to carry the academic signs of the doctorate in the respective programme of Tumaini University Makumira.

## 4.0 APPENDICES

### 4.1 Field Introduction Letter for Undergraduate



#### TUMAINI UNIVERSITY MAKUMIRA

Dean's Office  
Faculty of .....  
Date

To whom it may concern

Dear Sir/Madam,

**RE: LETTER OF INTRODUCTION**

Greetings from the Faculty of .....

The Faculty of ....., wishes to introduce to you our third year education student

.....  
This student is pursuing the ..... of Tumaini  
University Makumira. Currently she/he is involved in research project  
entitled:.....

We request you to allow this student to collect data from your School / College / University /  
Institution. This will enable her/him to fulfill the requirements for the named Degree Programme of  
TUMA.

Thank you for your cooperation.

Regards,

Supervisor's Name ..... Signature ..... Date .....

**UFS: DEAN FACULTY OF .....**

Name ..... Signature ..... Date .....

## 4.2 Research Paper Submission Form



**TUMAINI UNIVERSITY MAKUMIRA**

**Dean's Office**  
**Faculty of .....**  
**Date**

**TO: Dean – Faculty of Education**  
**UFS: Research Supervisor**

**RE: SUBMISSION OF THE FINAL RESEARCH PAPER**

I am a third year/Finalist student pursuing studying .....  
..... of Tumaini University  
Makumira.

I confirm that I have undertaken a Research Project with Course Name and Code and Title: {Code}  
..... {Course Title} ..... in the second  
Semester of the Academic year .....

I was involved fully in researching on .....  
.....

I therefore declare that this is my own original work.

Following University and Faculty requirements on submission of the final Research Paper, I hereby  
submit

- i) 2 copies of my research work to my supervisor for further process of which
  - \* One is loose original copy for internal and external examiners
  - \* One bound copy for the Faculty and Library use
- ii) Soft copy of the research stored on the Compact Disc (CD)

Thank you, I beg to submit,

Candidate's Name .....

Signature ..... Date .....

**4.3 Extension of Submission of Research Paper Form**



**TUMAINI UNIVERSITY MAKUMIRA**  
**Postgraduate Director /Dean's Office**  
**Postgraduate Director /Faculty of .....**  
**Date**

**EXTENSION OF SUBMISSION OF RESEARCH PAPER FORM**

Name of Candidate .....

Registration No .....

Faculty .....

Department .....

Degree.....

Date of Registration.....

Studies due to end on.....

Extension requested (Tick where appropriate)

i) 1st.....

ii) 2nd.....

iii) 3rd.....

Reasons for requesting an extension .....

.....

Period of extension: From..... To.....

Comments by Supervisor .....

.....

Signature:..... Date.....

Comments by Head .....

.....

Signature:..... Date.....

Comments by Dean.....

.....

Signature:..... Date.....

DVCAA,  
Approved..... Not Approved.....

.....

Signature:..... Date.....

.....



#### 4.4 Approval of Dissertation Proposal Form



**TUMAINI UNIVERSITY MAKUMIRA  
DIRECTORATE OF POSTGRADUATE STUDIES  
APPROVAL OF DISSERTATION PROPOSAL FORM**

**Master's Program** \_\_\_\_\_

Student's Name (Print) \_\_\_\_\_

- (1) The problem is clear and relates with the title of the study \_\_\_Yes \_\_\_No
- (2) The research objectives relate with research questions/hypotheses \_\_\_Yes \_\_\_No
- (3) Literature review is satisfactory for the dissertation proposal \_\_\_Yes \_\_\_No
- (4) The student's knowledge of the research design, sampling procedures and techniques of analysis to be used in the dissertation, is adequate and meets departmental standards. \_\_\_Yes \_\_\_No
- (5) Data collection instruments are adequate \_\_\_Yes \_\_\_No
- (6) The dissertation proposal is approved. Yes, as submitted \_\_\_ Yes, as revised\_ No\_
- (7) The candidate has now been cleared for Field Study \_\_\_Yes \_\_\_No

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor (Print Name)	Signature	Date
.....	.....	.....

**The filled Research Proposal Form should be submitted to the Director of Postgraduate Studies before candidate proceeds to the field for data collection.**

**4.5 Field Introduction Letter Form**



**TUMAINI UNIVERSITY MAKUMIRA**  
**FACULTY/DIRECTORATE OF POSTGRADUATE STUDIES**  
**FIELD INTRODUCTION LETTER FORM**  
**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

Re: **LETTER OF INTRODUCTION**

The Office of Deputy Vice Chancellor for Academic Affairs wishes to introduce to you our student of Bachelor/Master/Ph.D of

.....  
.....

This student is pursuing the Degree of Bachelor/Master/Ph.D of .....  
..... of Tumaini University Makumira. Currently she/he is involved in research project on: .....

.....  
.....

This will enable her/him to fulfill the requirements for the named Degree Programme. We request you to allow this student to collect data from your School/Institution/Council/Inspectorate/District.

Thank you for your co-operation in our national endeavour to strive for the quality of Education in Tanzania.

With kind regards,

**DEPUTY VICE CHANCELLOR FOR ACADEMIC AFFAIRS** .....

**SUPERVISOR**.....

cc: Dean/Director for Postgraduate Studies, TUMA

#### 4.6 Oral Defence Approval Form



**TUMAINI UNIVERSITY MAKUMIRA  
DIRECTORATE OF POSTGRADUATE STUDIES**

**ORAL DEFENCE APPROVAL FORM**

**Master Program** \_\_\_\_\_

Student's Name (Print) \_\_\_\_\_

Title of the Dissertation (Print)



**Committee Approval**

- The above student has passed the oral defence of his/her Dissertation and awarded \_\_\_\_\_marks
- However, the award of the degree is dependent upon the completion of changes suggested by the committee
- The above student has not passed the oral defence of his/her Dissertation.

Chair  
\_\_\_\_\_

Signature  
\_\_\_\_\_

Date  
\_\_\_\_\_

Member (External Examiner)  
\_\_\_\_\_

Signature  
\_\_\_\_\_

Date  
\_\_\_\_\_

Supervisor (Print Name)  
\_\_\_\_\_

Signature  
\_\_\_\_\_

Date  
\_\_\_\_\_

Second Reader (Print Name)  
\_\_\_\_\_

Signature  
\_\_\_\_\_

Date  
\_\_\_\_\_

#### 4.7 Oral Defence Report Form



TUMAINI UNIVERSITY MAKUMIRA  
DIRECTORATE OF POSTGRADUATE STUDIES

ORAL DEFENCE REPORT FORM

Name of the Faculty \_\_\_\_\_

Name of the Student \_\_\_\_\_

Type of Oral Defence: Research Proposal/ Dissertation/Thesis (Tick where appropriate)

Title:

Summary of the observations from the Research Oral Defence Panel:

A. A list of the main observations and recommendations

B. Recommendations from the panel

**4.8 Final Dissertation Submission Form**



**TUMAINI UNIVERSITY MAKUMIRA  
DIRECTORATE OF POSTGRADUATE STUDIES**

**FINAL DISSERTATION SUBMISSION FORM**

**FACULTY OF THEOLOGY/ HUMANITIES AND SOCIAL SCIENCES/ LAW**

***SUBMISSION OF MASTER'S DISSERTATIONS AFTER ORAL DEFENCE***

I....., a Final Year Master's Student studying for the Degree of Master in .....wish to confirm that I have today.....completed correctively my Dissertation, including all the suggestions given to me by the Oral Defence Panel. I have also officially given one soft copy in PDF , two (2) bound copies , one copy to the Library and one copy to the Directorate of Postgraduate Studies for the Faculty of .....

I was involved fully in researching on .....

I therefore, declare that this is my original work, and I testify that it is now error free.

Thank you.

I beg to submit,

Signature:.....

Supervisor's Name.....

Supervisor's Signature.....

Date: .....

**4.9 Extension of Submission of Dissertation/Thesis Form**



**TUMAINI UNIVERSITY MAKUMIRA  
DIRECTORATE OF POSTGRADUATE STUDIES**

**EXTENSION OF SUBMISSION OF DISSERTATION/THESIS FORM**

Name of Candidate .....

Registration No .....

Faculty .....

Department .....

Post Graduate Diploma /Degree Proposed .....

Date of Registration .....

Nature of Programme (Tick where appropriate) :

i) Postgraduate Diploma.....

ii) Masters.....

iii) PhD.....

Studies due to end on.....

Extension requested (Tick where appropriate)

i) 1st.....

ii) 2nd.....

iii) 3rd.....

Reasons for requesting an extension .....

Period of extension: From ..... To.....

Comments by Supervisor .....

Signature ..... Date .....

Comments by Head .....

Signature ..... Date .....

Comments by Director of PGS .....

Signature ..... Date .....

DVCAA,

Approved..... Not Approved.....

Signature ..... Date .....

**4.10 Review and Approval of Phd Research Proposal Form**



**TUMAINI UNIVERSITY MAKUMIRA  
DIRECTORATE OF POSTGRADUATE STUDIES**

**REVIEW AND APPROVAL OF PHD RESEARCH PROPOSAL FORM**

**FACULTY OF** :.....

Title of the Study \_\_\_\_\_  
\_\_\_\_\_

Applicant's Name (Print) \_\_\_\_\_

Academic Qualification:

Applicant has the minimum qualification of B+ \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**A. Material Submitted:**

The following materials to be submitted by the applicant are available and adequate:

- i) Curriculum Vitae (CV).....
- ii) Certified certificates and transcripts of the previous academic studies.....
- iii) A properly filled in application form.....
- iv) Medical and health forms, provided by TUMA and filled in by a qualified physician after a thorough physical examination .....
- v) A letter of financial guarantee.....
- vi) For those registering in Theology Studies, they shall submit an endorsement letter from the student's church leader, indicating formal release of the student for further studies.....
- vii) A Research Proposal of 10-20 pages including time schedule

\_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**(Elaborate where necessary)**

**A. The Proposal**

(8) The problem is clear and relates with the title of the study \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

\_\_\_\_\_

(9) The research objectives relate with research questions/hypotheses \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

\_\_\_\_\_

(10) Literature review is satisfactory as a basis for the Thesis proposal. \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

\_\_\_\_\_

(11) (4) The student's knowledge of the research design, sampling procedures and techniques of analysis to be used in Thesis, is adequate and meets departmental standards. \_\_\_ **Yes** \_\_\_ **No**

---

(8) Data collection instruments are adequate \_\_\_ **Yes** \_\_\_ **No**

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(9) The Thesis proposal is approved.

**Yes, as submitted** \_\_\_\_\_ **Yes, as revised** \_\_\_\_\_ **No** \_\_\_\_\_  
(See Attached Marking Scheme)

(10) The Applicant has now been approved for PhD Studies \_\_\_ **Yes** \_\_\_ **No**

Comments \_\_\_\_\_

---

Reviewer (Print Name) .....

Signature ..... Date .....



#### **4.11 Framework of the Research Evaluation Components by Chapters**

##### **ASSESSMENT AND EVALUATION OF PAPERS/DISSERATIONS/THESES**

###### **CHAPTER 1: INTRODUCTION**

1. Background and its relation to the problem of the study
2. Clarity of the statement of the problem
3. Intelligibility of the objectives of the study
4. Straight forwardness of the questions of the study

###### **CHAPTER 2: LITERATURE REVIEW**

1. Level of related literature to the problem of the study
2. Relevance of literature to the study
3. Summary of the literature review and the possible gap for study
4. Use of correct citations of the literature and their connection with list of references

###### **CHAPTER 3: RESEARCH METHODOLOGY**

1. Clarity of research approach
2. Coverage of areas of study
3. Population sample and clarity in sampling techniques
4. Clarity and reasons for the choice of data collection techniques
5. Lucidity of liability and validity of data and their level of generalizability
6. Ethical consideration in acquiring and reporting information

###### **CHAPTER 4: PRESENTATIO OF THE FINDINGS AND DISCUSSION**

1. Ability to blend data presentation in relation to research objectives
2. Clear and precise analysis and interpretation of data
3. Ability to demonstrate capability of discussing findings
4. Ability to relate findings to reviewed literature
5. Ability to draw out a thesis from a statement of the problem of hypothesis

###### **CHAPTER 5: CONCLUSION AND RECOMMENTATIONS**

1. Clear summation of the study and findings
2. Coherence of the title and subsequent chapters
3. Correlation of recommendations and findings

###### **GENERAL COHERENCE AND FORMATTING OF MANUSCRIPT**

1. Unity of the study
2. Consistence of the formatting of the manuscript