UGANDA TECHNOLOGY & MANAGEMENT UNIVERSITY

UTAMU

For an Open Mind

GRADUATE STUDIES GUIDELINES ON PROPOSAL AND DISSERTATION WRITING AT UTAMU

DECEMBER 2014

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1.0. INTRODUCTION

Uganda Technology And Management University (UTAMU) is a Private University in Uganda fully accredited by National Council for Higher Education (NCHE) and offers experiential and outstanding learning and teaching opportunities for 21st Century student through an enriched learning experience that blends face-to-face and virtual learning. The university combines management and technology in all its courses and has the best faculty in these two broad disciplines. The faculty includes both full time and adjunct. The university also has a number of partners through which its various programmes are offered. **The Vision** of the University is "*To be a global educational institution for management, science, technology and innovation*" and its **Mission** is "*To provide global quality education, Research and innovation critical to economic and human development.* All its programmes are fully accredited by National Council for Higher education.

Since its inception, the university has demonstrated its unique approaches and academic delivery modes and it continues to be a university of choice for undergraduate, graduate, tailor made executive training and short training programmes. UTAMU is a high quality education and research institution that aspires to provide its graduate students with the necessary knowledge and competences to excel. With the world's increasingly complex problems and resource limitations, there is dire need for graduate who are qualified both to train the next generation of professionals to expand society's store of knowledge but who also have genuine experiences and complexities of analysing issues as graduate students. Society needs critical minds trained at advanced level with skills and competencies in creating new knowledge and in analyzing the environment.

In order to have uniformity in proposal and dissertation writing, and to revolutionise graduate education in the country, these guidelines are developed. They are intended to harmonise the conduct of research (by all graduate students) and supervision (by all supervisors). The structure and formatting requirements as stipulated in these guidelines shall be a basis of assessment of graduate students. They provide a standard format for research proposals and dissertations written and presented by students of Uganda Technology and Management University. Both the students and the supervisors should therefore carefully adhere to these guidelines. The guidelines provide a common structure of the three chapters of a proposal and the dissertation. Detailed sections in each of these and how they need to be developed have been provided.

2.0 DEFINITION

A research proposal is different from a research report although both have a lot in common. A research proposal is done before one undertakes research and is written in future tense. A research report/dissertation on the other hand is written after one has done the research and is written in past tense. The PhD/Masters students are expected to do both but at different points in the process of working towards the award of the Degree.

A proposal is a plan of intention and outlines a student's proposed project that is designed to:-

- Define a clear question and approach to answering it
- Highlight its originality and/or significance
- Explain how it adds to, develops (or challenges) existing literature in the field
- Persuade potential supervisors and/or funders of the importance of the work, and why *you* are the right person to undertake it

Crucially, a proposal gives an opportunity for a student to communicate his or her passion in the subject area and to make a persuasive argument about what his or her project can be accomplished. A research proposal demonstrates an opportunity to establish the attention of readers and convince them of the importance of your project.

3.0 PURPOSE OF THE PROPOSAL

Research proposals are used to assess the student's expertise in the area in which he or she wants to conduct research, his or her knowledge of the existing literature and the methodological soundness for undertaking the study.

The main purpose of a research proposal is to demonstrate that the person intending to do research (the student/researcher) has a clear and systematic conceptualisation of the research problem and the research process and that s/he has done adequate reading and is informed about recent work done in the area of interest.

The following are some of the common pitfalls which students should avoid:-

- From the onset, be clear on which research question you intend to answer (exploratory, descriptive, explanatory or causal-comparative)
- Be clear on the nature of the research area you anticipate to cover
- Be clear about the state of scientific debates in the chosen area and ensure you have mastered the knowledge tree of your respective discipline/specialisations
- Chose an area of research after careful consideration of a number of factors like research ability, significance, utility etc
- Make sure that your research idea, question or problem is very clearly stated, persuasive and addresses a demonstrable gap in the existing literature.
- Make sure your research problem; research questions and research objectives are in harmony and sequentially placed within your proposal.
- Make sure that you have your supervisors convinced by your chosen area of research and build a strong persuasive argument in defence of that area when called upon.

- Make sure that your proposal is well structured and follows the stipulated guidelines including minor formatting issues.
- Ensure that the scope of your project is reasonable, and remember that there are significant limits to the size and complexity of a project that can be completed and written up in two/three years. Proposals are assessed not only for their intellectual ambition and significance, but also for the likelihood that the candidate can complete this project in the years for the programme.
- Make sure that your passion for the subject matter shines through in the structure and arguments presented within your proposal. Supervisors may not necessary be experts in your field – and it is up to you to make your project and subject matter engaging to your readers!
- Do not over assume that your supervisors do not know. Remember, all of them have gone through the same process and they may know most student tricks
- Remember that irrespective of your status in your profession or society, you remain a student!

4.0 FORMAT OF THE RESEARCH PROPOSAL

The research proposal should not exceed 40 double-spaced pages of text for doctoral students. For Masters Students, the limit is 25 pages. A well-researched proposal should take no more than three months to complete and present considering that most of the students are full time employees. The 40/25 pages include the main text body (excluding title page, table of contents, list of tables and figures, list of abbreviations, list of references and appendices) but include the references. However, the university may accept a variance of 5 pages on the upper limit and not less than 15 pages in the lower limit. The proposal must be formatted with a font size of 12 and double-spaced using Times New Roman. All figures and tables must have a title (e.g Figure 1: to be below the figure but for a table, the title is to be above the table).The conceptual framework when it is used must indicate the source (e.g Source: Adapted from Kaplan, 2005). Students are expected to carefully check the formatting requirements expected under the American Psychological association (APA) style of writing which is the officially adopted format at Uganda Technology And Management University (UTAMU)

5.0 PRELIMINARY PAGES

5.1 The Cover Page

The cover page should have the following: Title/topic of the study (whose words should not exceed 20), student's names and registration number centred below the names, names and tittles of supervisors, statement about the purpose of the proposal like " This is a proposal submitted to the school of.......in fulfilment of the requirements for the award of the Masters or Doctor of Philosophy say in Business Administration, Public Administration (of Uganda Technology and Management University). Finally, the cover page should have a month and year the proposal is submitted (See sample below). *Note that the year and month keep changing as the period progresses. If the draft is for January 2015, once the student is making a submission in August, then that date and months should read August 2015*

MEASURING THE PERFORMANCE OF THE UNIVERSAL SECONDARY EDUCATION PROGRAMME IN IMPROVING THE QUALITY OF SECONDARY EDUCATION IN UGANDA

By

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Reg. NUMBER

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UTAMU

A Proposal submitted to the School of Business and Management in Partial fulfilment (for taught and research-based programmes) of the requirements for the award of Masters in Project Monitoring and Evaluation of Uganda Technology and Management University (UTAMU)

January 2015

Note:

The title/topic should accurately reflect the scope and content of the study. It should be between 15-20 words. It should be descriptive yet discrete and the key words in the topic should be the key variables; unless the student is doing an exploratory study which could have one variable! Note that a title can have more than one independent variable or more than one dependent variable. It may have two main parts namely the main title and sub-title. It may also directly relate to the case study without the sub-title. The following example shows the main title and sub-title.

1. Factors Affecting Utlisation Of Evaluation Findings In Uganda's Public Sector Organisations
2. Exploring Management Practices Among Newly Appointed Ceos In Uganda (Exploratory Topic Example)
3. Bureaucratic Structure And Public Policy Implementation In Uganda
4. Evaluating The Performance Of The National Agricultural Advisory Services Programme In Uganda
5. Corporate Governance And Performance Of National Water And Sewage Corportation In Uganda
6. Administrative Efficiency And Delivery Of Public Services In Uganda
7. Disaster Preparedness, Culture, Vulnerability And Climate Change Around Mt Elgon: A Case Of The Bagisu And Sabiny Communities.
8. Leadership Competencies That Promote Financial Sustainability Of Ngos In Uganda
9. Culture, Strategic Planning And Performance Of Smes In Uganda
10. Strategic Management Practices That Promote Performance Of Small And Medium Enterprises In Uganda

5.2 Table of Contents page:

The words TABLE OF CONTENTS are in capital letters and bold print and centred on top of the page. The word page is justified to the right. The content page(s) lists all headings and sub-headings and the pages where they appear.

5.0 CHAPTER ONE

5.1 Introduction

The name of the first chapter in a proposal is the introduction. While some institutions may prefer to call it Background to the study, at UTAMU, the adopted name shall be the 'INTRODUCTION'. The name should be centred and in capital letters. The first chapter will also need to be introduced hence a need for another introduction of the '**INTRODUCTION**'. The introduction (1.1 above) tells the reader what the study is about, the key variables of the study and how the chapter is organised. Students may have variations in the way they introduce their chapter based on the study area and information available. As a guide, the student may write an introduction as, 'This study examines the relationship between corruption and effective service delivery in Uganda Revenue Authority'. Corruption in this study is conceived as the independent variable while effective service delivery is the dependent variable. Corruption will be measured in form of.....while effective service delivery will be measured in form of ....as explained in the conceptual framework in figure...

In addition to the introduction, this chapter will also deal with the background to the study, the statement of the problem, the purpose or general objectives (whichever is appropriate), the objectives of the study, the research questions, the hypotheses, the scope of the study, the significance, Justification and operational definition of terms and concepts. It is sometimes possible to begin with the background to the study without this introduction to the chapter (Note: the whole introduction may take one page or at maximum two pages). The introduction will need to be punctuated with current scholarly citations where necessary.

5.2 Background to the study

The background to the study section will deal with the rationale providing evidence and conditions of the existing situation to make the reader feel the urgency of the problem and the need to study it in order to solve it or contribute to its solution. The background must demonstrate masterly of the subject to be investigated by the student. This masterly will be demonstrated among others by the currency of the citations made. The student's articulate understanding of empirical studies done at the global, regional and national context in relation to the study area will be very critical to show the candidate's knowledge base. The section must demonstrate that the student is aware of the historical evolution and theoretical developments of the proposed study area. It must be consistently and carefully written.

Amin (2005) demonstrates that the background section should demonstrate the historical, theoretical, conceptual and contextual elements of the study systematically. These guidelines stipulate that while the above can be adopted, as much as possible, the background should be organised under:-

(i) Globally, what key debates and (gaps) exist on the subject area to be investigated in terms of the variables
(ii) Regionally, what key debates (and gaps) exist on the subject area to be investigated in terms of the variables
(iii) Nationally, what key debates and (gaps) exist on the subject area to be investigated in terms of the variables

This approach would therefore entail the adoption of the Broader-Narrow perspective as suggested by Mugenda and Mugenda (1999). Even if there is logic of triangulation, the historical, conceptual, theoretical and contextual perspectives can be addressed using this broader-narrow perspective. The section must be written in a scholarly language and should demonstrate masterly of the area of investigation.

5.3 Statement of the Problem:

As a guide, the statement of the problem must not exceed one page. A problem statement can be a theoretical problem or on the state of nature and the candidate must be clear on which of these problems is to be investigated. A problem is the heart of the research and must show the urgency why the candidate must be allowed to conduct the study. Four basic qualities of the research problem need to be emphasised namely: researchable, theoretically or practically significant (should contribute to the improvement of knowledge), clear and ethical (Amin, 2005). Candidates should avoid giving the symptoms of the problem but must give the real problem of the research. The statement of the problem must clearly defines the variable(s) and show the relationships / issue(s) that will be investigated. Reference should be made to the problem that has been detected and needs a theoretical and practical solution, the nature of the problem and its known or estimated magnitude or extent should be clearly stated where practically possible.

Students are guided to rely on the use of facts like statistical information or citations from known authorities in the candidates filed of research in a brief, specific and concise manner. Such facts may be used to highlight the magnitude or extent of the problem. Major previous researches undertaken on the subject should be cited (where applicable in case of theoretical problems) and this will enable the candidate to indicate the gaps in the knowledge and justifies the need for the proposed study. The statement of the problem should be concise (not more than 1 page). It is sometimes recommended for the student to present the problem to be solved in the first line of this section and then followed by a back up of all sorts of information including literature review. This will help the reader to clearly know what problem is being handled at first glimpse.

5.3 General Objective or Purpose of the Study

The student should make a choice to use either purpose or general objectives of the study but not both. A study should be based on a clear conceptualization of relationship between variables, which define the parameters of the problem of the study. The objectives or purpose of the study spells out how the postulated relationships will be investigated and what the researcher hopes to achieve by carrying out the proposed study. It should include words to indicate the intent of the study. The student should start with 'The purpose, or objective, or intent of the study is.....'. As Cresswell (2009: 117) recommends, identify the independent and dependent variables, as well as any mediating, moderating or control variables used in the study and use words that connect the independent and dependent variables...'

5.4 Specific objectives or objectives of the Study

The specific objectives arise directly from general objective of the study. Where a student has used purpose in 1.3, this section should be labelled objectives of the study but where general objective was used, this section becomes the specific objectives. The objectives break down the general objective or purpose of the study. Each relationship between variables to be investigated should be spelt out in a specific objective. The objectives must be aligned to the conceptual framework and the variables of the study. The number of objectives is therefore influenced by the conceptualisation and the nature of relationships the researcher may be interested in investigating. Students should note that the number of specific objectives will influence the volume of the literature review and data to be collected so one should limit the number of specific objectives to be investigated. It is assumed that the findings of the study will lead to recommendations so there is no need for a specific objective about recommendations. As a guide, the objectives may not be less than two and should not be more than six in a study.

5.5 Research questions

Research Questions refer to questions which a researcher would like answered by undertaking the study (Mugenda & Mugenda 1999). While in some cases the research questions may precede the construction of the conceptual/theoretical framework, in other cases it may follow it (Sarantakos 1998). In our structure, the research questions follow immediately after the research objectives and the number of research questions should correspond with that of research objectives in all cases. Some qualitative researchers recommend that research questions may be used only instead of the objectives. However, as a guide, both have to be used even if the student is purely doing a qualitative study.

5.6 Hypotheses of the Study

A hypothesis is predicted answer to the research question. After variables are operationalised the researcher proceeds to formulate one or more hypotheses. The purpose of formulating hypotheses is to offer a clear framework and a guide when collecting, analyzing and interpreting the data. In many cases hypotheses serve as a testing tool of the relationships between variables. In this sense, a hypothesis contains a possible solution to the research problem, and as such is expected to be verified or falsified (accepted or rejected) by the evidence gathered by the study (Sarantakos 1998, p.133**)**.

The inclusion of hypotheses in the proposal will be influenced by the nature of the study. For example, as a guide, if the study is exploratory and therefore there are no answers to predict the relationship, then the students may not be required to state hypotheses. As a guide, qualitative studies may not be required to state the hypotheses. However, for quantitative studies, the hypotheses must be presented in addition to the research questions. For all studies that have a quantitative orientation; (depending on how the objectives are stated, the questions to be answered (what, why, how) and the design of the study among others), the candidate has to present testable hypothesis. It is recommended that alternative directional or non-directional hypotheses are formulated. The hypotheses may be the same number as the research questions (recommended), or they can be more or less. Candidates must understand the philosophy of this reasoning. As a guide, the hypotheses should be presented immediately after the research questions unlike in journal articles where hypotheses may be placed within or after the literature review.

5.7 Conceptual framework

Research is based on a conceptualization of a pertinent problem and relationships between problem variables and how they affect one another. The conceptual framework is a diagrammatic model or representation of the relationship between variables and how they are operationalized for the purpose of research. It should indicate the independent and dependent variables (cause/ effect relationship) or vice versa, moderating and intervening variables (where applicable). It is not mandatory that every student must have a moderator or intervening variable but it depends on the facts in the real world and logic as well as student's own conceptualisation. Inclusion of such variables demands that the candidates must test their effects in the dissertation. The source of the variables/framework and an explanation of the diagrammatic representation should be made.

In terms of its location, the conceptual framework may appear in chapter one immediately after the hypotheses or in chapter two after the theoretical review as recommended by Amin, (2005). The candidate will decide where to place the conceptual framework. The framework must be linked to the theory of the study. Variables and dimensions presented in the conceptual framework must be derived from the appropriate theoretical framework or known authorities who must be cited and acknowledged.

5.8 Significance of the Study

This refers to the relevance of the study in terms of academic contributions and practical use that might be made of the findings to the organization/sector in which the researcher is based and to the public at large. The researcher must tell the reader the reasons why and how s/he thinks the findings might change policies, theory or practice. In short s/he should indicate who will benefit from the findings of the study and how.

5.9 Justification of the study

This gives the rationale of the study. It can be a methodological, problem justification etc.

5.10 Scope of the study (geographical, time and content scope)

The Scope provides for the boundary or limits or the research in terms of content (i.e. independent and dependent variables to be investigated), geographical area and time span of the research.

5.11 Operational Definitions

The key concepts to be used in the study have to be clearly defined. The definition should be operational and not a dictionary definition.

6.0 CHAPTER TWO

6.1 LITERATURE REVIEW

A literature review is an account of what has been published on a topic by accredited scholars and researchers. A literature review is a survey and discussion of the literature in a given area of study. It is a concise overview of what has been studied, argued, and established about a topic, and it is usually organized chronologically or thematically. In writing the literature review, students are expected to convey to readers what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. This section should enable graduate students demonstrate skills in two areas namely (1) **information seeking**: the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books and (2) **critical appraisal**: the ability to apply principles of analysis to identify unbiased and valid studies on a problem under investigation. A literature review must:

1. be organized around objectives, themes or concepts related to the study
2. synthesize results into a summary of what is and is not known
3. identify areas of controversy in the literature
4. formulate questions that need further research

A literature review should be a piece of discursive prose, not a list describing or summarizing one piece of literature after another. Instead, organize the literature review into sections that present themes or identify trends, including relevant theory. Asking questions such as the following will help you sift through your sources and organize your literature review. Remember, the literature review organizes the previous research in the light of what you are planning to do in your own project.

- What's been done in this topic area to date? What are the significant discoveries, key concepts, arguments, and/or theories that scholars have put forward? Which are the important works?
- On which particular areas of the topic has previous research concentrated? Have there been developments over time? What methodologies have been used?
- Are there any gaps in the research? Are there areas that haven't been looked at closely yet, but which should be? Are there new ways of looking at the topic?
- Are there improved methodologies for researching this subject?
- What future directions should research in this subject take?
- How will your research build on or depart from current and previous research on the topic? What contribution will your research make to the field?

The length of a literature review varies depending on its purpose and audience. In a thesis or dissertation, the review is usually a full chapter, but for an assignment it may only be a few pages. As a guide, students should organize this chapter as follows:

6.1.1 Introduction

The introduction should tell the reader how the chapter is arranged and how the review is to be organised. The rationale of the study, the sources of literature and the procedure of literature review should be stated and briefly discussed by the student in this introduction.

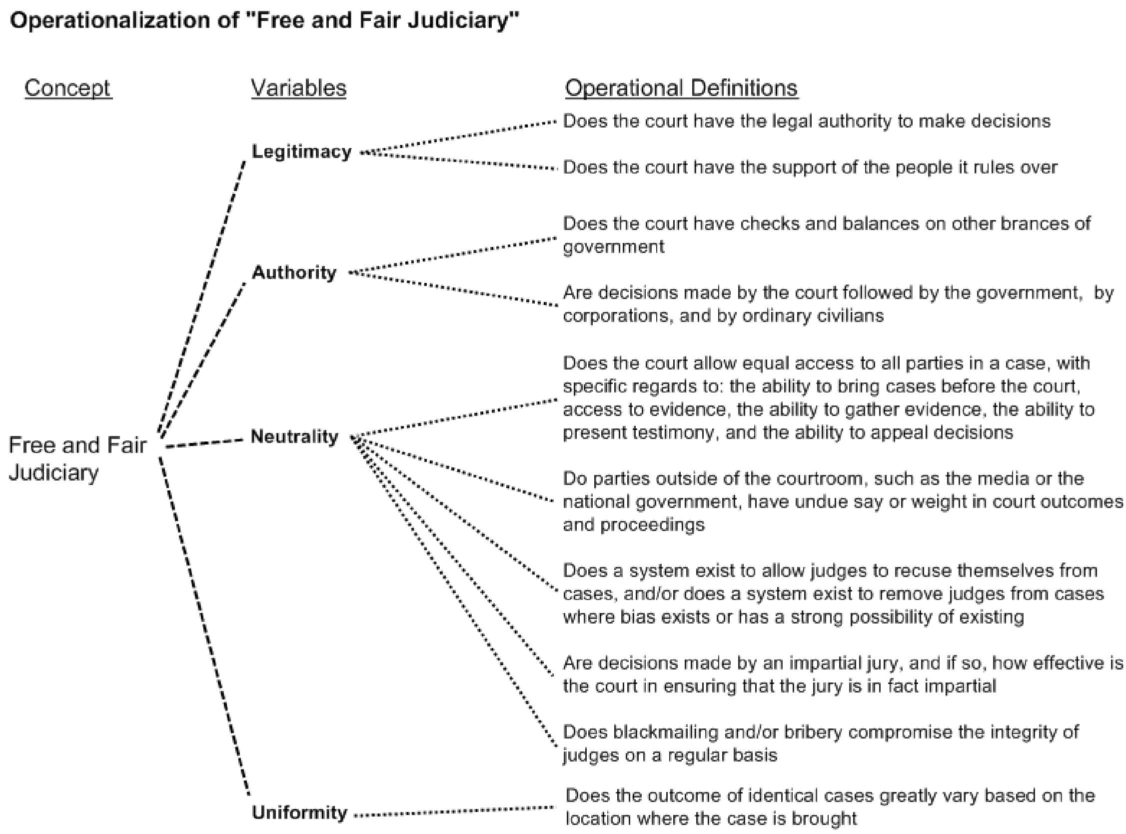
6.1.2 Theoretical review

This will be the review of literature on the theory or theories, which the candidate will have identified as being the guiding principle of the study in chapter one under the theoretical background. How the theory (ies) has been used by other researchers and how it will be used in the study has to be highlighted and analytically evaluated. By definition, a theory is a set of concepts and therefore some of the concepts in the conceptual framework may be identified from these theories.

6.1.3 Conceptual Review/conceptual Framework

A conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought. Conceptual frameworks (sometimes called theoretical frameworks by some authors) are a type of intermediate theory that attempt to connect to all aspects of inquiry (e.g., problem definition, purpose, literature review, methodology, data collection and analysis). Conceptual frameworks can act like maps that give coherence to empirical inquiry. Because conceptual frameworks are potentially so close to empirical inquiry, they take different forms depending upon the research question or problem. Proponents claim that when purpose and framework are aligned, other aspects of empirical research such as methodological choices and statistical techniques become simpler to identify.

A conceptual framework is the researcher's own position on the problem and gives direction to the study. It may be an adaptation of a model used in a previous study, with modifications to suit the inquiry. Aside from showing the direction of the study, through the conceptual framework, the researcher can be able to show the relationships of the different constructs that he wants to investigate. Once the conceptual framework has been determined, the next for the researcher is to determine what research methods to employ to best answer the research problem through the proposed framework. The student must clearly operationalise all the study variables . Take the example below:



Source:
http://upload.wikimedia.org/wikipedia/en/0/07/Operationalization_of_Free_and_Fair_Judiciary.png

In case the conceptual framework is to appear in chapter two, it should immediately follow the theoretical framework as suggested by Amin, (2005). The conceptual framework must clearly identify the key variables of the study, the dimensions and measurable indicators for each of the variables as well as the relationships that exist among the variables. The source of the variables should be clearly indicated by the student through appropriate citations. The candidate must coherently describe the conceptual framework to enable the reader understand what the study will cover.

6.1.4 Actual Literature review (don't include this subheading please in your chapter).

A literature review is written to highlight specific arguments and ideas in a field of study. By highlighting these arguments, the writer attempts to show what has been studied in the field, and also where the weaknesses, gaps, or areas needing further study are. The review should therefore also demonstrate to the reader why the writer's research is useful, necessary, important, and valid.

There are several ways to organize and structure a literature review. Two common ways are chronologically and thematically.

Chronological:

In a chronological review, you will group and discuss your sources in order of their appearance (usually publication), highlighting the changes in research in the field and your specific topic over time. This method is useful for papers focusing on research methodology, historiographical papers, and other writing where time becomes an important element. For example, a literature review on theories of public administration, or corporate governance might present how the understanding of the discipline of public administration or corporate governance has changed through the centuries, by giving a series of examples of key developments and ending with current theories and the direction your research will take.

Thematic:

In a thematic review, you will group and discuss your sources in terms of the themes or topics they cover. This method is often a stronger one organizationally, and it can help you resist the urge to summarize your sources. By grouping themes or topics of research together, you will be able to demonstrate the types of topics that are important to your research. This may involve formulating themes out of the study objectives and reviewing literature objective by objective. These guidelines recommend that the literature review should be done on the basis of empirical studies which have been done on both the independent and dependent variables at global and regional levels. Immediately after, this, the student should review literature on studies (empirical) done on his or her area of study in the country where the research is done. This effort should aim at identifying the gaps which the previous studies have left. In case the student opts to arrange the literature according to objectives, each objective should be given a theme that should reflect both variables of the study and appropriate literatures are reviewed. The student will decide on sub-headings in accordance with research objectives. The literature review should focus on the themes of the study and should inform the objectives and methodology of the study. Citation should be included in the text, indicating author and year of publication in accordance with the approved format e.g. (Mukasa, 2000). Quotations should include the page (s) where the quotations appear to be direct e.g. (Nuwagaba, 2000, Pg. 3). All other details of the citations are included in the reference section. We currently follow the APA STYLE. The review should be critical and use of current journal articles rather than textbooks is recommended

6.1.5 Empirical studies

The candidate should demonstrate thoroughness in the field being investigated by critically reviewing empirical studies that have been done in the same or related study. This should be done at a global, African and Ugandan context. This analysis should be critical clearly identifying where the studies were conducted, the sampling issues, the key findings and observed weaknesses in the studies.

6.1.6. Synthesis of the literature review

The candidate should identify the key lessons learnt from the literature review. The gaps that have been identified in the literature which the study intends to address have to be highlighted. This section will require a synthesis of what the general literature reviewed portrays and the key gaps. Your primary purpose here is to show readers that you are familiar with the field and are thus qualified to offer your own opinions. But your larger purpose is to show that in spite of all this wonderful research already done on your subject area, no one has addressed the problem in the way that you intend to in your current proposed study. This gives your synthesis a purpose, and even a thesis of sorts.

7.0 CHAPTER THREE

7.1 METHODOLOGY

The methodology chapter is one of the most important parts of a research proposal/dissertation. It provides your readers the information on what procedures will be followed by the student to undertake to come up with the research results. If you are on the process of writing the part, then you should already know **how to make a methodology** segment. Here, let me give you the basic and simple ways of constructing this chapter.

7.1.1 Introduction

This should tell the reader what is contained in the methodology chapter and how the chapter is to be arranged. It should give the rationale of the chapter and how the researcher is going to go about collecting and analysing the data to solve the problem at hand. All statements/assertions must be justified by citing relevant authorities and available facts. Students should avoid simply writing an argument without knowing the reason behind what they are writing.

7.1.2 Research Design

This subsection describes the conceptual structure or the type of research design that will be used (structural arrangement within which research will be undertaken). Research design, describes the nature and pattern, which the research intends to follow e.g. whether it is longitudinal or cross-sectional, descriptive, explanatory or experimental, case based or representative. The choice of research design depends on the type of research being conducted and the research questions to be answered; e.g. exploratory designs, descriptive designs, case study design or across- sectional survey design or correlation research designs are used under different circumstances.

The choice of a particular design needs to be justified and the candidate after articulating the design must state in precise approach (es) that will be used in the study. The choice can be either qualitative or quantitative or a mixed methods approach and whatever choice is made must be explained and justified. The type of data to be handled by each design has to be stated with justification through quoting appropriate authorities.

7.1.3 Study Population

This is the description of the population and its objects/elements from which samples will be drawn. A distinction or comparison could be made between a target and accessible population and the researcher must state the exact or estimated population from which the sample will be selected. All categories of the likely population to be studied must be given and their numbers should be appropriately given.

7.1.4 Determination of the Sample size

This is the description of the actual sample that will be studied and how it will be selected /computed/determined. There are different approaches recommended for sample size determination and students must find the most appropriate approaches without reproducing approaches that other students have previously used. The sample size determination will among others be determined by the nature of the study-qualitative and or quantitative study and the expected degree of generalisation expected. As a guide, the sample size of 30 or less is appropriate for qualitative studies but for the quantitative studies, the sample size should be above 30 participants. Well accepted scientific procedures must be followed in determining the sample size. Students should be innovative through identifying new ways of determining the sample size as documented by different authors rather than relying on what other graduate students state in their proposals or dissertations.

7.1.5 Sampling techniques and procedure

This sub-section describes in detail the sampling techniques that will be used in selecting the sample to be studied e.g. Probability or non-probability based sampling (probability based sampling: simple random, systematic random, stratified, random, cluster etc: Non-probability sampling: purposive, maximum variation, homogenous, show ball, quota, convenient or accidental etc). The choice of which sampling strategy to use if influence by the approach (Qualitative or quantitative) pointed out under the research design. If the approach was qualitative, the non-random sampling strategies will be used. If the approach was quantitative, the sampling strategies will be random sampling techniques. If the approach was a mixed methods approach, both random and non-random sampling strategies will be used. The section should describe in detail the procedure used in selecting the sampling of categories.

7.1.6 Data Collection Methods

This includes the specific techniques to be used in the collection of data. Methods could include face-to-face interview, key informants interview, focus group discussion (FGD), survey, observation, documentary review, etc.

7.1.7 Data collection instruments

This section describes the instrumentation to be used e.g. interview guide, questionnaire, Key informants' guides, group discussion topics, observation checklists, etc.

7.1.8 Pre-testing (Validity and reliability)

Data quality control, which refers to reliability and validity of instruments have to be precisely described. It is ensured through piloting. This is encouraged as the pilot findings may enable you to re-design the research instruments to improve the reliability and the validity of data. The participant should briefly describe and explain how the pre-test/pilot study will be carried out, the findings of the study, lessons learnt and he/she will use to re-design and improve the data collection instruments.

7.1.9 Procedure of Data Collection

This requires the researcher to briefly explain the procedures that will be followed in the data collection exercise.

7.1.10 Data Analysis

This spells out how the data will be processed and summarized. It should indicate statistical tests that will be carried out and how the resulting information will be used for the research report for quantitative data. Justifications for use of particular techniques of analysis have to be given through quoting relevant authorities. Where both qualitative and quantitative data is expected, the student should describe in a detailed way in which the data will be analysed

7.1.11 Measurements of variables (quantitative studies)

Measurements, which refer to the formulae or scales to be used in the study, have to be described by the students. Some previous studies have documented ways of how each of the variables identified in the study could be measured and it is upon the student to identify and justify such authorities. This is one strategy of increasing validity and reliability.

7.1.12 Artefact Design (for IT students)

Under this section you are supposed to inform about how you will use the requirements extracted from the above processes and use them to design an artefact. This part of the methodology may be utilised by students who have one of their objectives as to design an artefact (model, framework, approach etc.). There are several design methodologies already in existence that could be tapped into to ease this stage of design. Some of the well known include UML, Use Case Centred Design, Workflow etc. One the students has selected the right design method to deploy, they are supposed to explain how they will use it to achieve their objective.

7.1.12 Artefact Implementation (for IT students)

During this stage of the methodology students are supposed to use the designed artefact to finally realize a prototype from the artefact. This stage is usually undertaken by students in the School of Computing and Management. Students are supposed to inform us the exactly how they do the implementation.

7.1.12 Validation/Evaluation (for IT students)

Under this section, the student is supposed to present ways through which the designed and implemented work is supposed to assess to find out if it does solve the problem that was initially raised. Evaluation is usually done against already well-known state and the comparison between the results from the known state and the student solution should provide if the right solution was realized.

8.0 REFERENCES

This is a list of all works cited in the proposal and should be written according to the APA format, which is summarised in Appendix I. Students are strongly advised to read and understand the detailed requirements of APA citations and referencing systems

9.0 APPENDICES

Appendix 1: Questionnaire

Appendix 2: Interview Schedule

9.1 Appendix 2: Work plan and Timeframe

This is the schedule or timetable of activities and the period in which the research is to be conducted with due regard to budgetary limitation. It could be presented in a tabular form indicating activity, duration, and dates. It is preferable on a Gantt Chart.

Activity	**Duration (days/weeks/months)**	**Dates**

9.2 Appendix3: Budget (Optional)

A budget for conducting the study should be included at the end of the proposal. The budget consists amount of activities and items that are necessary to carry out the research. This is optional because UTAMU does not fund the research. This is the financial plan and financial resources needed for the implementation of the research. It should be clear and reasonable (affordable) and preferably activity based. It should be itemized according to an acceptable format (e.g. of the funder). The following format is acceptable.

Item	**Quantity**	**Unit Cost**	**Total Cost**
Subsistence Allowance			
Honorarium			
Travel (Vehicle Hire)			
Data Analysis (use of analytical computer software e.g. SPSS)			
Secretarial Services (Processing the research instruments and reports)			
Photocopying			
Report Production (Printing and Binding)			
Other Expenses (Specify)			

10 DISSERTATION FORMAT

10.1 Definition of Report

The final and very important stage in a research study is to write its report. The report is a means of communicating the experiences of the research to others and adding them to the knowledge bank. A report therefore is a formal statement of the research process and its results. It narrates the problem studied, methods used for studying it, the findings and the conclusions as well as the recommendations made. The main aim of the report is to convey to the reader what was done, how it was done, why it was done, and what its outcome was. The dissertation is a detailed account of the study. It comprises of:

- The preliminaries
- The main text body
- The list of references
- The appendices

10.2 The Preliminaries

The preliminaries consist of:

- Title page
- Declaration
- Dedication (optional)
- Acknowledgement
- Table of Contents
- List of Tables and Figures
- List of Abbreviations (where applicable)
- Abstract

10.3 Title Page

The title page should have the title of the dissertation in CAPITALS; full names of the researcher including qualifications already attained and their awarding universities; a statement that the dissertation is submitted to the university in partial fulfilment of the award of the degree of Masters in Project Monitoring and evaluation of Uganda Technology and Management University; the month and year of submission (see the following hypothetical example).

PROCUREMENT GOVERNANCE AND ADMINISTRATIVE EFFICIENCY IN UGANDA

By

Benon Basheka

Reg.NUMBER

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN PUBLIC ADMINISTRATION OF THE UNIVERSITY OF DAR ES SALAAM -TANZANIA

DECEMBER, 2014

10.4 Declaration

This is a pronouncement by the candidate that his/her study is original and has not been published and/or submitted for any other degree award to any other university before. The researcher must sign it. The declaration must also state that the dissertation has been submitted for examination with the approval of the supervisor(s) and carry their signature(s) and date.

10.5 Dedication - optional

The candidate may wish to dedicate his/her work to a specific person or a number of people respectively. If this is the case, the name(s) must be indicated. However, including a dedication is optional.

10.5 Acknowledgement

The acknowledgement entails recognition of mentors, colleagues, individuals, sponsors and institutions, which supported the research.

10.6 Table of Contents

This is the list of headings, subheadings and their corresponding page numbers. It must include all sections and sub-sections of the report, starting with the declaration and ending with a list of appendices.

10.7 List of Tables and Figures

This comprises of a complete list of all tables and figures presented in the dissertation and the corresponding pages.

10.8 List of Abbreviations - if applicable

This is a complete list of abbreviations used in the report. Normally only abbreviations other than those commonly used (i.e., e.g., et al., etc.), are listed. It must follow internationally standardised abbreviations (i.e. UGX instead of USh).

10.9 Abstract

The abstract is a short summary of the complete content of the study (never exceed one page). It should contain four paragraphs with the answers to the following questions:

- What was the study about and what were your research objectives or questions?
- How did you go about answering the research questions?
- What did you find out in response to your research objectives or questions?
- What conclusions did you draw regarding your research questions and what are the key recommendations?

The abstract should be objective, precise and easy to read. Much as it appears here, it is written after the entire dissertation.

10.9.1 The Main Text Body

The main text body consists of six chapters for the School of Business and Management:

- Chapter I: Introduction
- Chapter II: Literature Review
- Chapter III: Methodology and Design
- Chapter IV: Presentation, Analysis and Interpretation of Results
- Chapter V: Summary, Discussions conclusions and recommendations

The main text body consists of six chapters for the School of Computing and Engineering:

- Chapter I: Introduction
- Chapter II: Literature Review
- Chapter III: Methodology and Design
- Chapter IV: Data collection, Presentation and Interpretation of Results
- Chapter V: Artefact Design and Implementation
- Chapter VI: Artefact Validation/ Evaluation
- Chapter VII: Summary, Discussions conclusions and recommendations

10.9.1.1 Chapter I: Introduction

The introduction (chapter I) should give a comprehensive overview of the entire research dissertation highlighting the introduction, background, statement of the problem, purpose of the study, objectives, questions, hypothesis, significance, scope, conceptual framework (may be in chapter two) etc.

10.9.1.2 Chapter II: Literature Review

The literature review (chapter II) should follow similar lines as in the proposal but in greater detail. The main purpose is to show the reader how the study builds on and supplements the work that has already been done in this area of research. *It should be analytical*

10.9.1.3 Chapter III: Methodology and Design

The methodology chapter is a detailed account of the actual methodology applied. Otherwise, its content is comparable to that of the methodology section in the proposal, which focused on the intended methodology to be applied, except that in a dissertation, what was actually done id detailed here

10.9.1.4 Chapter IV: Presentation and interpretation of results

This chapter presents the facts, which the research discovered. Opinions on the facts should not be presented here but rather in the following chapters. In order to support a focused communications of the answers to the research questions it is necessary to structure the findings in a clear, logical and easily understood manner. There are many ways of doing this. One of the most straightforward approaches is to use research objectives, or questions or hypothesis and choice is entirely to the researcher.

10.9.1.5 Chapter V. Summary, Discussions, conclusion and recommendations

In this part of the report, the researcher summarizes the study undertaken, discusses the results (exploiting cross-referencing and giving personal opinions) draws conclusions and then makes recommendations based on the findings. The summary reminds the reader about the purpose of the study, the process used to collect the data, and analysing the data as well as the major findings. The emerging findings have to be discussed in line of what is stated in the literature. This part involves comparing results with the literature earlier reviewed in chapter two to confirm whether findings agree or disagree with the literature and a student taking a standard on the possible causes. The conclusion culminates ones researcher report and is better to make practical applications and implications of the research. It is the summary and conclusions of the report that leads to a logical way of making recommendations. Recommendations are consistent with the purpose of the study, its objectives, the evidence presented and the interpretations made. Such recommendations should be practical and achievable. Each of the above should be done objective by objective to give a logical flow.

11 REFERENCES

This is a list of all works cited in the proposal and should be written according to the APA format, which is summarised in Appendix I. All documents that were cited in the text have to appear in the references and the appropriate citation style has to be followed. Credit should be given to authors of all works cited in the report. A reference gives the name of the author, the year of publication, the title of the book or journal and the publisher.

12 APPENDICES

This contains the information that the researcher does not deem necessary to include in the main body of the report. These are things that make the report unnecessarily long and non-value adding and appending them is the only option. These may include-instruments used, statistical tables, correspondence related to the study, maps etc.