**FACULTY OF HUMANITIES**

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**GUIDELINES FOR PREPARING YOUR POSTGRADUATE**

**RESEARCH PROPOSAL**

Compiled by: T. White

2017

*The best research is first and foremost from the heart, and this personal commitment will be reflected in the quality of the research produced. Given the amount of effort and energy that goes into research, especially the reading and writing, you must feel strongly about it. You must, in other words, be passionate about your research purpose[[1]](#footnote-1).* (Deacon & Parker, 2009)

**INTERPRETATION OF ICONS**

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].png  For additional reading  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\bulle[1].pngTo think about  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngPut your thinking on paper  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\TK_talk_icon.svg[1].pngVerbalise your thoughts  **C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].png**Take note  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\cartoon-eyes[1].pngWatch this |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngAt the beginning of your research journey, read the following short article: **Your first 100 days as a PhD student: a checklist** [Online: https://www.timeshighereducation.com/blog/your-first-100-days-phd-student-checklist] |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngAn informative source to read: Mouton, J. 2001. *How to succeed in your master’s & doctoral studies: A South African guide and resource book.* Pretoria: Van Schaik.  For the discussion beneath, attend to Chapter 2: *You and your supervisor.* |

**YOU AND YOUR SUPERVISOR**

See yourself as a researcher-in-training working under the guidance of an established and experienced scholar. It is him/her that will guide you to be successful in your studies. The following were identified by Mouton (2001:16-17) as the main roles of the supervisor:

* *Advisor*: To advise the student in the management of the postgraduate project.
* *Expert guide*: To guide the student through the research process.
* *Quality controller*: To ensure that the required scientific quality is achieved so that the student has the necessary opportunities to pass.
* *“Pastor”:* To provide the required emotional and psychological support when needed.

The role of your supervisor is NOT to correct language mistakes and to initiate meetings.

**MAKING BACK-UPS**

Beware of the fact that anything can happen to your computer/laptop at any time, such as the crashing of your hard disks or losing memory sticks and laptops through fire or theft. IT CAN HAPPEN TO EVERYONE! Start backing up your work from day one!

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\cartoon-eyes[1].png Watch the following clip from YouTube and realise what is the price you pay if you do not make backups of your work in time: <https://www.youtube.com/watch?v=vMvY5rlzPVs> |

**INTRODUCTION**

Hitchcock and Hughes (1995:21 in Cohen, Manion & Morrison, 2011:3) suggest that assumptions about the *nature of reality and the nature of things* (**ontological** assumptions) give rise to *ways of researching and enquiring* into the nature of reality and the nature of things (**epistemological** assumptions) and these in turn give rise to methodological considerations and these in turn give rise to issues of instrumentation and data collection. Added to ontology and epistemology is the *values and believes that we hold* (**axiology**).

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| For further clarification of these concepts, read:  Van Dyk, H. 2014. *Financial management of schools in Tshwane: A social justice perspective*. Unpublished D Ed Thesis. Pretoria: Tshwane University of Technology.  Denscombe, M. 2002. *Ground rules for good research.: A 10 point guide for social researchers.* Maidenhead: Open University Press.  Cohen, L., Manion, L. & Morrisson, K. 2011. *Research methods in education*. 7th ed. London: Routledge.C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].png |

In trying to understand our world, we rely on several sources. Babbie and Mouton (2001:4) distinguish between *lay* knowledge and *ordinary* knowledge. *Lay* knowledge includes personal experience, expert opinion, tradition, intuition, common sense and beliefs about what is right or wrong. These modes of understanding are legitimate in some situations and yet, in other situations, each one may be inadequate as the only basis for making decisions. Other people’s past or personal experiences may not be appropriate for new problems. Experts or authorities may be distant from the realities and complexities of a particular situation. Tradition is useful as long as it is not based on a notion of an idealised past. Intuition may be subject to bias. Logic can be based on false premises. To determine what is right, may be difficult.

An alternative source of information is ***research***, which has been used increasingly to make decisions. Because research systematically describes or measures reality, it is a better source of knowledge than one’s own experience beliefs or intuition alone (McMillan & Schumacher, 1997:5).

Briefly defined, research is a *systematic* process of **collecting** and *logically* **analysing** information (data) for some purpose. Research should be conducted systematic and purposeful. Procedures are not haphazard activities. They are planned to yield data on a particular research problem (McMillan & Schumacher, 1997:9).

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\bulle[1].png1. Explain the meaning of ontology, epistemology and axiology in research.  2. What makes research a more reliable source of knowledge than tradition, intuition and common sense?  3. Why can research be seen as a systematic way of answering questions in our world?  4. Why, in your field of study, is ongoing research essential? |

**Guidelines for the selection of a research topic**

Researchers should distinguish between a research topic and a research title:

|  |  |
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| **Topic** | **Title** |
| A broad, general idea as an indication of the theme you would look to study | A narrowed focus of your study |
| E.g.: Change management in organisations | E.g.: The effect of change management on increased food production |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\bulle[1].png1. Formulate your *preliminary* research topic (We will come back to this)  2. Based on the research topic, formulate a *preliminary* title for your research. |

**Initial steps towards your research**

You took a personal decision to be involved in research as a master’s or doctoral student. Starting with a research project is not just a haphazard decision. From the beginning be aware of the time, money and even a change of life style that will be required from you.

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| Contact the research coordinator in the department where you intend doing your research to get clarity on the following aspects as mentioned in table 1. After contacting the relevant individual(s), complete the following checklist:C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].png |

*Table 1: Requirements from my academic department to proceed with postgraduate studies*

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| **I am informed about the following issues**: | Y | N |
| The academic requirements to be considered for selection. |  |  |
| Documentation needed to submit as part of my application. |  |  |
| The closing date for application. |  |  |
| The selection process involved. |  |  |
| The time frame allowed for completing my intended postgraduate qualification. |  |  |
| My ability to complete my studies in the prescribed time. (Master’s degree 2 years. Doctor’s degree 3 years) |  |  |
| The cost involved. Do I have the financial means to pay for my studies? |  |  |
| The availability of a supervisor in my department with the expertise to guide me through your studies. |  |  |
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**After being accepted**

Many students who decide to obtain a postgraduate qualification, often only see the beginning of the process and crossing the stage on graduation day. But actually, it is what lies in between (some people call it “the suffering”), that will test your commitment and determine your success.

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| “This is the most simple and basic component of life: our struggles determine our successes. So choose your struggles wisely, my friend” (Mark Manson).  Read the whole article:  <https://qz.com/584874/you-probably-know-to-ask-yourself-what-do-i-want-heres-a-way->better-question/C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].png |

One of the most important activities during the research process is the choice of the research *topic*. It is not just a haphazard decision being taken in a moment. Be aware that you are going to live with your research project for the next two or three years. Never see your research topic as a one-night stand! As in a passionate relationship your research is going to be your day-to-day companion. For that reason: *Know* what you want to do and *love* what you do. No relationship exists without ups and downs. Good planning before starting your research will put you on your way to successful research.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngThe house *is* beautiful…today.  But with the first passing storm, the ground softens and shifts, and your hours of hard work soon crumble before you. - Amanda Morgan  <http://notjustcute.com/2012/07/05/the-importance-of-a-good-foundation/>  Solid buildings have firm foundations built to the master architect’s specifications. The more solid the foundation, the less likely the building is to suffer damage from storms, earthquakes, or the settling of the earth with the passage of time.  http://www.up-way-publications.org/foundfirmbook1web/FFBk1Les01Looseleaf.pdf |

The guidelines that follow will guide you through steps to lay the foundation for your research. Even if you start out with no idea – or only a vague idea – of your research project, following the process outlined below will enable you to make planning and managing a research project a reality. Each of the aspects of focus below contains one or more practical and sequenced exercises designed to help you – whether an aspiring or established researcher – reflect on and refine your research activities.

**Develop a clear statement of purpose**

Postgraduate research is not conducted only to get another certificate on the wall! The primary goal of doing postgraduate research should never end in a paper chase (The Paper Chase (1973 movie). If postgraduate research does not contribute to expand knowledge, than it has missed its goal. For that reason a research project should have a purpose. For a project to have a purpose, means that it should be built around a plan (Deacon & Parker, 2009:10). The plan for your research should form the foundation of your **research proposal** which will be discussed in detail later**.** The research proposal is regarded as of utmost importance for the initial planning and structuring of the research to be conducted.

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| **C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].png**It should be clearly understood that no master’s or doctoral student will be allowed to proceed with his/her research before his/her proposal has been approved. |

It is important to clearly define the purpose of the proposal/research, which becomes the foundation upon which the whole research project is built. The purpose should capture what is important and interesting to you about your planned research.

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| **C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].png“**The best research is first and foremost from the heart, and this personal commitment will be reflected in the quality of the research produced. Given the amount of effort and energy that goes into research, especially the reading and writing, you must feel strongly about it. You must, in other words, be passionate about your research purpose” (Deacon & Parker, 2009). |

**During the first group session, do the following exercises to assist you to develop a clear purpose statement:** (Exercises 1-4c are based on work done by Deacon & Parker, 2009).

**Exercise 1**: **To identify the broad problem area that currently interests you most**.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngIdentify the broad problem area (your research topic) and write it down.  Write down at least five possible research ideas that can be generated from this topic. Use not more than one sentence per idea.  Identify among those ideas similar or overlapping ones. Link them together and, on the basis of their similarities, reduce the ideas.  If you had enough time, what would have been the most interesting aspect to be researched? |

**Exercise 2**: **Brainstorm the problem area: Turn the problem area into a research question**

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngWithin 10 minutes, write down any ideas about your problem area. Forget neatness, spelling, intelligibility, feasibility or relevance.  Complete the following:  Who will benefit from this completed research?  This research is necessary and useful because…  Knowing more about this problem area will help me to...  Knowing more about this problem area will help others to... |

**Exercise 3: Mind map the problem area. Focusing on identifying the key issues and how they are connected**

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngThis exercise should produce much of the same information as in Exercise 2, but because it is structurally and visually different it can often generate new and additional insights. |

**Exercise 4a: Sharpen the problem area**

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\TK_talk_icon.svg[1].pngNow take what you have generated in Exercise 2 and Exercise 3 and explain it to a friend who is not an expert in your field. Encourage the person to ask questions where things are not clear. This exercise will help you to identify those aspects of your problem area (key concepts and issues) that are not clearly articulated yet and need you to give them further thought. It will also help you to keep focused on the purpose of the proposal, on what it is that really motivates you to do this research. |

**Exercise 4b: Further sharpen the problem area**

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\TK_talk_icon.svg[1].pngImagine that a reporter has just pointed a microphone at you and said: “I hear that you’re planning to do some interesting research. What’s it all about, and why are you doing it?” ( Hunt, 2005: 42–43).  [As you explain your proposed research to your friend or to a reporter, make additional notes to help clarify and elaborate on specific areas]. |

**Exercise 4c: Rewrite**

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| Finally, rewrite your now expanded Exercise 2 and Exercise 3 using full grammatical sentences and paragraphs.  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngOutcome: You should end up with a fairly logical piece of writing of one or two pages that describes what it is that you want to do and why – you have, in other words, a clear ***statement of purpose*** for your research. Well done! |

Complete the checklist in table 2 to make sure that all aspects have been covered.

*Table 2: Checklist for your purpose statement*

|  |  |  |
| --- | --- | --- |
|  | Y | N |
| **Is it clear from my purpose statement** | | |
| …what the deliverables of the research are? (What do I want to know as a result of the research that I did not know before the research commenced?) |  |  |
| …what is the focus and direction of the research? |  |  |
| …what is the reason for doing the research to justify the time and money to be spent worthwhile? |  |  |
| …that I started my purpose statement with: “The purpose of this study is to….” |  |  |
| …that I have made use of strong verbs such as *predict*, *test, understand, improve, change, deconstruct*, and so on |  |  |

(Cohen, Manion & Morrison 2011:107; Denscombe 2003:2 and Henning, Van Rensburg & Smit, 2004:17)

**PREPARING YOUR POSTGRADUATE RESEARCH PROPOSAL**

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2H3X1PWK\Exclamation_mark[1].pngIn what follows, two aspects of your dissertation/thesis\* will be discussed:  Part 1. *The writing of the research proposal*. The proposal needs to be completed before any postgraduate student in the Faculty of Humanities at TUT can start with his/her dissertation/thesis.  Part 2. *The writing of the dissertation/thesis.*  *\**Dissertation: M Ed and M Tech research report  \*Thesis: D Ed and D Tech research report |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2H3X1PWK\Exclamation_mark[1].pngYour effort to write a good, well-grounded proposal will shower you with benefits when you start working on chapter 1. |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngFor further background on proposal writing, read the following insightful article:  <http://www.gradsch.hku.hk/f/page/476/1666/thesis-proposal.pdf>. How to prepare thesis proposal: A guide for MPhil and PhD students. University of Hong Kong |

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| **C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngIn the pages that follow, you will find several icons as the one in this block. Those with a huge bold number should be completed as part of your proposal**. |

**THE RESEARCH PROPOSAL**

Most research projects share the same general structure, which could be represented in the shape of an hourglass. This structure is more or less the same for the proposal as well as for the thesis/dissertation.

**The hour glass notion of research**

BEGIN WITH BROAD QUESTIONS

NARROW DOWN, FOCUS IN

OPERATIONALISE

OBSERVE

ANALYSE DATA

REACH CONCLUSIONS

GENERALISE BACK TO QUESTIONS

(Prasad, Rao & Rehani, N.d)

**HEADINGS TO BE USED IN YOUR RESEARCH PROPOSAL**

The following headings will be used in the proposal. Each of these aspects will be discussed hereafter. **Attend to the numbering**:

1. INTRODUCTION AND RATIONALE (Same as Chapter 1)

2. PRELIMINARY LITERATURE STUDY

3. STATEMENT OF THE PROBLEM (Same as Chapter 1)

4. RESEARCH QUESTIONS (Same as Chapter 1)

OR

4. HYPOTHESIS/HYPOTHESES (Same as Chapter 1)

5. RESEARCH OBJECTIVES (Same as Chapter 1)

6. RESEARCH DESIGN AND RESEARCH METHODOLOGY

6.1 Research design

6.1.1 Research philosophy

6.1.2 Research approach

6.1.3 Research method

6.2 Research methodology

6.2.1 Population and sampling

6.2.2 Data collection

6.2.3 Data analysis

7. SIGNIFICANCE OF THE STUDY (Same as Chapter 1)

8. ETHICAL CONSIDERATIONS

9. TENTATIVE CHAPTER OUTLINE

10. TIME FRAME

11. BUDGET

REFERENCES/BIBLIOGRAPHY (Not numbered)

GENERAL (Not part of the proposal)

**Suggested format for the front page of the proposal**

* 12 pt aerial or times new roman;
* centralised justification; not space bar
* The same font (aerial or times new roman) should be used throughout the whole document

**RESEARCH PROPOSAL [UPPER CASE AND BOLD]**

**FINANCIAL MANAGEMENT IN SCHOOLS IN TSHWANE: A SOCIAL JUSTICE PERSPECTIVE [UPPERCASE AND BOLD]**

by [Lower case not bold]

**MOSES MAKANATLENG [UPPERCASE AND BOLD]**

for the degree [Lower case & not bold]

**MASTERS IN EDUCATION (M ED) [UPPERCASE & BOLD]**

in the [Lower case & not bold]

**Department of Primary Education [Lower case & bold]**

FACULTY OF HUMANITIES [UPPER CASE & NOT BOLD]

**TSHWANE UNIVERSITY OF TECHNOLOGY [UPPERCASE & BOLD]**

Supervisor: Prof A Mji [Lower case & not bold]

May 2019 [Lower case & not bold]

**INTRODUCTION**

* You will be informed who your supervisor is as soon as you are notified about your selection after the interviews. Supervisors are allocated based on students’ research topics, and supervisors’ areas of expertise.
* Register as soon as possible. It is also each student’s personal responsibility **to register every year before the end of February** through the Postgraduate Office.
* Do not wait for your supervisor to contact you. As soon as you know who he/she is, make an appointment.
* Your department may give you a timetable indicating scheduled seminars or personal or group contact sessions.
* Your proposal should, with the support and advice of your supervisor, be developed according to the guidelines stated herein. These guidelines apply, more or less, to both master’s and doctoral research proposals. Master’s degree proposals should be between 10-15 pages and those for doctorates 15-20 pages, excluding references and appendices. In highly exceptional cases will longer proposals be accepted.
* According to TUT policy on Postgraduate Studies, your research proposal should be completed **within six months** after registration for your MEd or DEd. You will present your proposal at a Research Proposal Seminar as organised by the department where you are registered. You will receive critical comments from the audience to improve your proposal. After you have made the final changes, your supervisor will submit your form HDC01 to the Departmental Research & Innovation Committee (DRIC).

**WHY A PROPOSAL?**

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| * C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\bulle[1].pngThink of situations where we propose in our everyday lives? * To whom does the postgraduate student propose? * What do you, as a student, have to convince this person about? |

What is essential in preparing your proposal is that your supervisor and DRIC must have sufficient evidence that you:

* have a clear enough idea what research you hope to undertake in terms of the area and topic,
* can explain what the deliverables of your research are,
* have certainty about your theoretical framework and / or conceptional framework,
* will be able to find enough literature sources to explain the theoretical background of your study,
* know which research design will be most suitable for your research,
* will be able to complete the study in the prescribed time (M Ed two years, D Ed three years),
* have the academic background and competences to bring the project to a successful completion and
* have the financial means to complete your studies.

The main objective of a research proposal is to plainly and explicitly indicate the plan in terms of which your proposed research is going to be carried out. The two main questions which should be answered by a research proposal are:

* *Which problem* is going to be investigated? and
* *How* is the problem to be investigated.

The purpose of a research proposal is to convince the reader/supervisor that the proposed research

* has scientific merit and
* is practically feasible (Welman & Kruger, 1999:253).

The template presented is a guide to assist students to complete their proposals. You need not follow the sections (and their titles) below word-for-word; however, your proposal should present the gist required by the sections below. Different departments may have additional sections that they regard as essential to be included in the proposal.

**STRUCTURE OF THE PROPOSAL**

**WORKING TITLE**

Your proposal should have a *working title*, which will give an immediate sense of the subject area you are interested in; what your topic of interest is; the context/population in question and, what the scope of your research may be. This title will *only be finalised when you submit your work for final examination* after the completion of your study. Revisit the exercises you completed to determine the purpose of your study to determine your working title.

**Hints:**

* Do not use more than 13 words when formulating the title. In the words of Imenda and Muyangwa (2000:78), the title should be “…like a mini-skirt; long enough to cover the important parts, but short enough to arouse interest.”
* Do not formulate the title as a question, e.g.: *Why do learners fail in primary school?*
* Do not formulate the title as a conclusion: *How to improve poor academic performance of learners* (Then you have already decided what was found).
* Avoid titles that start with: “An investigation..”; “A study…”, because all research is obviously a study or an investigation.
* One should be able to recognise the locality of the research as well as the essence of the study,

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| Formulate your preliminary title. **1**  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngShare with a friend and discuss. |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].pngThe proposal is written in the FUTURE tense. |

**SECTIONS OF THE PROPOSAL**

1. **INTRODUCTION AND RATIONALE**

The introduction is one of the most difficult parts of the proposal to write. However, if you have spent productive time in planning your purpose statement and you already did some introductory reading, you will find it easier to write a functional introduction. The purpose with the introduction of the proposal is to give the reader an oversight of the study to be undertaken and it therefore should have a specific structure.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].pngA good introduction written for your proposal can be used as an introduction to chapter 1. The only difference is that the proposal is written in the future tense and chapter 1 in the past tense. |

The Introduction should contain (some of) the following elements, but in no specific order (Kapp & Associates. 2009. *Workshop: Writing for Publication*:74).

* Opening moves: Quotation, provocative fact; general statement).
* Establishing common ground (Contextualise field/problem, Significance and relevance, current status of the problem, discussion of previous studies, limitations, omissions, previous literature summarised, reviewed.
* Prepare for current research (Denial - on the other hand), indicate the gap in previous research and indicate how this research will fill the gap, state the cost of leaving the condition unsolved.
* Resolution (purpose of the research, focus, outline or overview, maybe a short indication of research methods, overview of what will follow).
* An indication of the methodology to be followed.

**Example of an introduction for the research proposal/dissertation/thesis**

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].png1. Read through the example and see how the different elements as mentioned above have been integrated in the introduction.  2. Read and critically analyse the introductions of dissertations and theses completed in your department, to be found in the TUT library. |

**FINANCIAL MANAGEMENT OF SCHOOLS IN TSHWANE: A SOCIAL JUSTICE PERSPECTIVE**

**Helen van Dyk** D Ed 2014 TUT

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| **INTRODUCTION** | **ELEMENTS** |
| Financial management, in respect of schools, refers to the performance of management actions or regulatory tasks, connected with the financial aspects of a school, with the main aim of achieving effective education. These management actions in South African schools are performed by the School Governing Body (SGB) (Bisschoff & Mestry, 2003:3).  Section 34(1) of the South African School Act 84 of 1996 (SASA) states that in order to redress past inequalities in education provision and to ensure the proper exercise of the rights of learners to education, the state must fund public schools from public revenue on an equitable basis (Government Gazette No 17579, 1996:24). Since the funding from government may be insufficient to cover all relevant school expenses, Section 36 of the same Act notes that a governing body of a school must take all reasonable measures within its means to supplement the resources supplied by the state most schools opt for school fees to strengthen the finances of the school. If a resolution to pay school fees has been adopted by the majority of parents at a meeting, school fees may be determined and charged at a public school (SASA, Section 39(1)). In Sections 40 and 41 the parents’ liability in this regard is set out and the legal ramifications of non-payment are described. Fundraising is another measure, referred to in the Act, which could be taken to supplement the resources supplied by the state. [The additional financial resources of a school are thus directly linked to the welfare and income levels of the members of the school community.]  [Although these inequalities of the past are being addressed through policy, many of the previously disadvantaged schools are still experiencing drastic financial problems as a result of the additional community funding principle. Economically underperforming communities may not have the financial means to assist their schools, causing these to deteriorate financially, compared to schools in economically flourishing communities.] [Although Amsterdam (2006:25) noted that much emphasis was placed on equity and redress as education funding principles during the post-apartheid era, the community contribution, via school fees and fundraising, may influence the equity principle]. [This disparity does not evidence the constitutional guarantee of equity, redress and social justice.] [In this study an effort will be made to narrow the gap in the existing knowledge regarding social justice in the South African school system.]  A mixed-mode approach will be followed in this research. Participants will be interviewed and data from financial reports will be quantified. Guidelines will be developed concerning the fair and effective financial management of schools in Tshwane, based on findings from the literature review and the empirical study. | Opening moves  General Statement  Common ground  Provocative statement  Disruption  Disruption  Gap  Resolution |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngBased on the example above and your own critical analysis of other introductions, 2  write the introduction of your proposal. Length: 1 page. |

1. **PRELIMINARY LITERATURE STUDY**

This is called a *preliminary* literature study, because in the proposal you are only going to deal with an oversight of relevant literature; not more than 4-5 pages. In chapter 2 of your dissertation/thesis, you will conduct an extended literature review. Doctoral students may even have more than one literature chapter in their theses.

**Concepts to know**

* **Citation**

Citation (noun) and cite (verb) is the act of paraphrasing or quoting another person’s work or ideas or arguments (intellectual property). Citing means formally acknowledging, within your text, such a source.

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| **C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].png1. EXAMPLE OF HOW CITATIONS ARE USED**: Outdoor play is a free flowing, pleasurable activity initiated by children themselves (Flint, 2011:1; Levesque, 2011:1) with no risk for failure (Casey, 2007:40), where the emphasis is on the process (Hartas, 2008:52) or rather having fun and learning skills (Segal & Bardige, 2006:113) and not the product. It is an activity that happens outdoors (Gilbertson, Bates, McLaughlin & Ewert, 2006:4-6) and while playing outdoor, children exercises both their bodies and their brains (Flint, 2001:1; Levesque, 2011:2) [Mokobe, S.P. D Ed. 2014 TUT]  **2.** **HOW TO CITE**: See Sieberhagen, A. & Bijl, J. 2004. *Citation and bibliographic reference guide.* Pretoria: TUT. |

* **Paraphrasing**

Paraphrasing is a process in which you rewrite what you have read, “sticking closely as possible to the meaning, not the words of an author’s text” (Henning et al., 2002:58). You are in fact *rewriting* what you have read in your *own words*, firstly to clarify your understanding of the text you have read and, secondly to provide yourself with a nicely formulated piece of evidence to support your research argument.

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| **When paraphrasing:**   * Reread the original passage until you understand its full meaning.**C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].png** * Set the original text aside and write your paraphrase on a note card. * Jot down a few words below your paraphrase to remind you later how you envision this material. * At the top of the note card, write a keyword or phrase to indicate the subject of your paraphrase. * Compare your version with the original to make sure that your version accurately expresses all essential information in a new form. * Use quotation marks to identify any unique term or phrase you have borrowed exactly from the source. * Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material in your paper (White, 2005:46-48).   **Example**  **The original passage**  Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final (research) paper. Probably only about 10% of your initial manuscript should appear as directly quoted matter. Therefore you should strive to limit the amount of exact transcribing of source materials while taking notes (Lester, J.D. 1976. Writing research papers. 2nd ed.:46-47.  **Plagiarised paraphrase**  Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].png  Write down the reasons why this example could be seen as plagiarism  **A legitimate paraphrase**  In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimise the material recodes verbatim.  The Online Writing Lab at Purdue University; <http://owl.english.pudue.edu> in White, 2005:48-49).  **Paraphrase the following paragraph**  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngOf the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990):348 (https://owl.english.purdue.edu/owl/resource/619/02/). |

* **Quotation**

Quotation (noun) and quote (verb) is the act of replicating the exact words used by the author in his/her work. Quotations are only used when something has been said in such a way that all its impact will be lost when it is interpret and paraphrased.

**Types of sources to be used in a literature review:**

* Books (hard copy and e-books
* Articles in journals: academic and professional (Hard copy and online).
* Research reports
* Reports: from governments, NGOs, organisations, influential associations
* Policy documents: from governments, organisations, ‘think-tanks’.
* Public and private records
* Research papers and reports, e.g. from research centres and conferences
* Theses and dissertations
* Online databases. As a registered TUT student you can access the TUT electronic database at [www.lib.tut.ac.za](http://www.lib.tut.ac.za). Your student number will give you access.
* Through inter-library loans, staff from TUT libraries deliver an excellent service to find articles and books that are not available on site (Cohen et al. 2011:122).

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| **C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].pngA WORD OF CAUTION:**  **NOT EVERYTHING PUBLISHED IS OF ACADEMIC VALUE AND NOT EVERYTHING PUBLISHED IS TRUE!!** |

While reading, start making a list of :

• repeating *themes* and

• *authors* who are mentioned repeatedly in the literature.

This will guide you later about what to read and which themes could be expanded.

**Compiling a bibliography / list of references**

When you pick up your first book or article or visiting your first electronic source, MAKE SURE THAT EVERY SOURCE IS PROPERLY REFERENCED. A book handed back to the library will never be found again without proper referencing; websites visited will disappear in thin air if no proper referencing exists. Design for yourself a system - loose cards or a computer file – to keep track of literature sources. Where possible, attend a course on EndNote as offered by TUT. At the end of your proposal//dissertation/thesis, you have to produce a complete reference list. Reference lists are compiled according to a specific format.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].png1. Get hold of the publication: Sieberhagen, A. & Bijl, J. 2004. *Citation and bibliographic reference guide*. Tshwane University of Technology.  2. Attend as soon as possible a workshop on using EndNote.  3. MAKE SURE THERE IS **100% CORRELATION** BETWEEN THE SOURCES CITED IN THE TEXT AND THOSE INDICATED IN THE LIST OF REFERENCES.  4. Read: Booth, Colomb & Williams. *The craft of research*. 1995:98-104 (How to record sources used): <http://is.cuni.cz/studium/predmety/index.php?do=download&did=53831&kod=JMM003>  5. Also read <https://owl.english.purdue.edu/owl/resource/747/01/> |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngMake use of the following checklist (Table 3) to make sure that all data needed for your reference list are available: |

*Table 3: Checklist for reference list* (Deacon & Parker, 2009 and Booth, Colomb & Williams, 1995)

|  |  |
| --- | --- |
| **I have noted the following (see what is needed in the Citation and bibliographic reverence guide):** | **C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\676XYT8J\Kliponious-green-tick[1].png** |
| Author’(s) full name(s) |  |
| Date of publication (Except for specific cases, find sources published as recently as possible)  Take note: It is NOT the date when a website was visited. If no publicatio9n date can be found, make use of the abbreviation N.d. (no date) or S.d, (Sine datum) |  |
| Title of publication |  |
| Name(s) of editors if available |  |
| Number of edition (if available) |  |
| Place of publication |  |
| Publisher |  |
| Page number/s |  |
| Title of journal |  |
| URL in full |  |
| Date of accessing URL |  |

**Plagiarism**

For the sake of the proposal, plagiarism will not be discussed extensively here. In a later section when the structure of the dissertation/thesis will be dealt with, more elaborated discussions will follow. However, the same rules concerning plagiarism apply for the research project and the proposal.

The Concise Oxford Dictionary of English (1990:909) define the verb “plagiarise” as the act of taking and using the thoughts, writings and inventions of another person as one’s own. It therefore constitutes stealing.

You commit plagiarism when you

* intentionally or unintentionally use someone else’s words or ideas but fail to credit that person;
* credit the author but use his exact words without indicating it as such by placing it in quotation marks and
* use words so close to those in your source, that if you place your work next to the source, you would see that you could not have written what you did :without the source at your elbow” (Booth, Colomb & Williams, 1995: 202).

Plagiarism can have serious consequences, ranging from failing to expulsion.

Complete the following checklist (Table 4) for different parts of your work to check if you have plagiarised. This checklist should be completed for different parts of your proposal / dissertation / thesis.

*Table 4: Checklist for plagiarism*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **SERIOUS-NESS** | **IDENTITY** | **PLAGIARISM ISSUES** | **Y** | **N** |
| **PLAGIARISM SEVERITY METER: HOW SERIOUS IS THE VIOLATION** | Insanely | Identity theft | Did I copy or steal or purchase another’s entire document and take final credit for it being my own work? |  |  |
| Extremely | Copy cat | Did I copy large portions (entire paragraphs and sections) of another’s work and not giving full credit? |  |  |
| Terribly | Cherry-pick | Did I cherry-pick a few terms and phrases to change but keep the rest of the text and ideas from another’s work relatively unchanged without giving credit? |  |  |
| Immensely | Mitosis | Did I duplicate (re-use) an entire work of my own for another purpose or publication and not cite myself? |  |  |
| Profoundly | Recycle | Did I duplicate (re-use) an entire work of my own for another purpose or publication and not cite myself? |  |  |
| Hugely | Remix | Did I paraphrase multiple sources and stitch them together making sound them like my own? |  |  |
| Very, very | Ghost citations | Did I cite a source that doesn’t exist or did I make up what the source actually said? |  |  |
| Very | Half–n-half | Did I cite many sources correctly but not cite others at all? |  |  |
| Remarkably | Warp | Did I misinterpret or cite a source out of context? |  |  |
| Quite | Mosaic | Did I cite everything correctly but use very little of my own thoughts? |  |  |
| Notably | Reflection | Did I cite everything correctly but my own work still closely reflects another’s? |  |  |
| Somewhat | Negligence | Did I make a mistake in my citation? Wrong words, author, years of publication or page number. |  |  |
|  | | | Am I sure my ideas are my own OR that they are so obviously common knowledge (like the fact that the earth is round) that I didn’t need to cite a source? |  |  |
| Did I give credit to ALL original authors for any text I directly quoted? Did I Give credit to ALL original authors for any ideas I summarised or paraphrased even if I completely changed the wording? |  |  |
| Did I give credit to ALL original artists for any images or graphics I used or referred to? |  |  |
| Am I sure that I did not distort or misinterpret an author’s or artist’s original meaning when I cited them? |  |  |

(Adapted from: Did I plagiarize? The types and severity of plagiarism violations.

<http://thevisualcommunicationguy.com/2014/09/16/did-i-plagiarize-the-types-and-severity-of->

plagiarism-violations/

**Structure of the literature review**

**The literature review could be divided into two parts:**

1. Theoretical framework

2. Review of relevant literature

**Theoretical framework**

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| For a better understanding of the theoretical framework, read the following:  1. *Theoretical Frameworks.* Published by Trent University: : <http://trentu.ca/history/workbook/theoreticalframeworks.php> (Article).  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].png2. Henning, E., Van Rensburg, W & Smit, B. 2004. *Finding your way in qualitative research*. Pretoria: Van Schaik (25-27).  3. Merriam, S.B. 2009. *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass (66-71).  4. Van Dyk, H. 2017. *Financial management of schools in Tshwane: A social justice perspective*. D Ed.: TUT (20-27).  5. Mokobe, SP. 2015. *Outdoor play management to support the holistic development of learners in selected primary schools in North West Province*. D Ed. TUT. (19-26).  6. Trafford, V. & Leshem, S. 2010. *Stepping stones to achieving your doctorate*. Maidenhead: McGraw-Hill. (84-87). |

The function of a theoretical framework is to provide a particular perspective, or lens, through which to examine a topic (Merriam, 2009:67). Theoretical frameworks do not need to come from the field of study a student is registered in. Theoretical frameworks are not right or wrong, because research topics can be looked at from a number of different perspectives. For example, a study on unemployment could be examined from a social perspective - the relations between family members - but also from an economic perspective, a political perspective, or a cultural perspective. It all depends on the lens that the researcher chooses to look through. Students have to clearly indicate what their theoretical framework is.

Examples of theoretical frameworks could include Marxism, Nationalism, Post-Colonialism, Post-Modernism, Gender Studies and Anthropology. These are only a few of the many approaches and theoretical frameworks that are available.

When using a theoretical framework to examine a topic, it is important to be explicit about:

* what that theoretical framework is,
* who is credited with coming up with the original theory (including notable people who modified or expanded on the theory), and
* any changes you are making to the theory in your use of it.

Your proposal/dissertation/thesis should make an explicit connection between the theoretical framework you have set out, and your topic. As the word "framework" implies, the theoretical framework you have chosen must frame, or inform, every aspect of your writing.

**Review of relevant literature**

The literature study is not only a duplication or summary of writings about previous research. You should deal with literature in an academic way. In your literature review focus on

* the arguments that will emerge from the literature review;
* points in favour of the arguments or thesis to be advanced;
* points against the arguments or thesis to be advanced/supported;
* a conclusion based on the points raised and evidence presented in the literature review (Cohen, Manion & Morrison, 2011: 121).
* comparing authors’ views, criticise points of view based on facts and understand what you read to be able to put it in your own words.

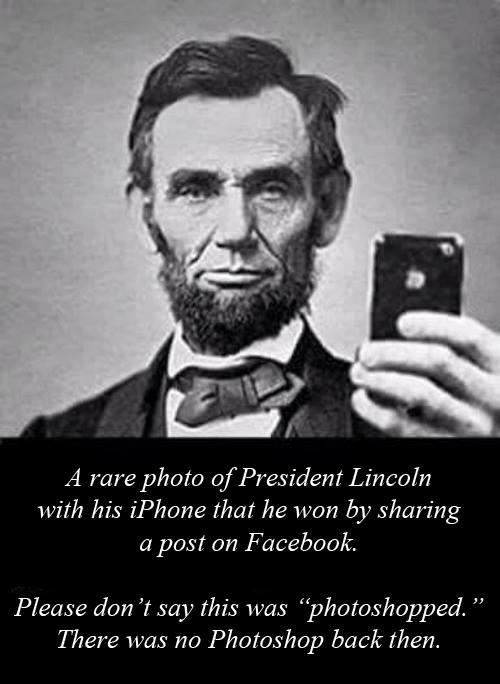
A literature study is NOT about the use of quotation after quotation. Limit your USE OF QUOTATIONS. Use quotations **only in exceptional cases** where something has been said in such a way that the direct quotation adds value to your argument. Paraphrase authors’ views; interpret what you have read. A literature study is about **reading and reading and reading** and becoming aware of the views of different scholars about your topic. A thorough literature study should allow you to share your own critical views with your reader. You DO NOT have to agree with everything written by other people.

To orientate yourself after you have decided on your topic, start reading anything that relates to your topic. Think about a textbook, articles to be found on Google Scholar, printed material –books and articles - in the library. On this early stage of your study, you can even make use of Wikipedia and newspaper articles to orientate your thinking. Wikipedia is a good starting point when you are not sure about what you're looking for. **But once you have the basics, it's time to go deeper by reading journals and other accurate sources**. At later stages of your study, you will find that work of more substance will be needed to create a firm scholarly basis. Then popular magazines and newspaper articles not supported by researched facts will not comply with the status of scholarly writings.

The following picture (figure 1) illustrates this point of view:



*Figure 1: Be selective about what you read* (Source: Facebook, “[Sci-gasm Podcast](https://www.facebook.com/scigasm/)”)



*Figure 2: Be selective in what you believe* (Source: Facebook, “That’s nonsense”)

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].png**Remember guys, just because you saw it on the Internet... doesn't mean it's true....** |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\TK_talk_icon.svg[1].pngWhat lesson is to be learnt from fig. 2 concerning the selection of sources for an academic literature review? (Abraham Lincoln, American president 1809-1865) |
| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].png1. For the preliminary literature study of your proposal, review at least 5 recently published journal articles (not older than four years), 5 recently published books (not older than seven years), relevant policy documents and any other relevant material that is applicable to your intended study.  2. Identify and write down themes that emerged during your study of literature as foundation for your preliminary literature study.  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].png3. Use these themes as subheadings. Your first heading under **3**  PRELIMINARY LITERATURE STUDY should be INTRODUCTION. Under INTRODUCTION you have to write one or two paragraphs about the theory of a literature study, which can be found in many books on research theory. The rest of the sub-headings will consist of the identified headings. Keep the guidelines concerning referencing, citation and plagiarism in mind and write your preliminary literature study of about 3-4 pages. |

The next step is to extract your problem statement from the information at hand.

1. **STATEMENT OF THE PROBLEM**

The aim of a problem statement is to guide the research. Through the statement, the reader is introduced to the importance of the problem. It places the problem in context and provides the framework for reporting the results. The problem statement further orientates the reader to the significance of the study and the research questions or hypothesis to follow (McMillan & Schumacher, 1997:83).

Your problem statement is based only on what you have discussed so far in the introduction, the background and the literature study. Start thinking about the idea of the **golden thread**. Everything written should start forming a golden thread; be connected. In other words, the problem statement flows from what was argued so far in the introduction, background and literature review.

Hints:

* Look again at the concept: Problem STATEMENT. The format should thus be a STATEMENT and not a QUESTION.
* If anyone reads your problem statement, he/she should be able to recognise the most important elements of your title in it without even knowing what the title is.

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| |  | | --- | | C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\bulle[1].pngWhat is the title of the study on which the following problem statement is built?  *The increase of incidents of bullying in primary schools within the inner-city is an issue of major concern to parents, teachers and learners. Bullying in most schools, including some Pretoria inner-city primary schools, is leading to worsening educational conditions, such as serious school violence, psychological problems, decreased academic performance and truancy by learners* (Chauke, N.P; M Ed, 2013). |  |  | | --- | | C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngFormulate the problem statement for your study in **not more 4**  **than two paragraphs**. (This problem statement can be used as it is in your final research report in chapter 1.) | |

**4. RESEARCH QUESTIONS**

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| The research questions formulated for the proposal are the same that should be used in Chapter 1.  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].png**Research questions** form the basis of the whole study. The research questions will guide the literature review, the contents of the questionnaire to be used, the interview questions and issues to be observed. In other words, all research activities are directed at answering the research questions. Thus, **no question or activity or observation that is not directed at answering the research questions, should be dealt with in the research.** In the last chapter of the dissertation/thesis, the researcher has to indicate how the research questions were answered. In the proposal, the questions are only formulated. |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngMouton, J. 2001. *How to succeed in your master’s and doctoral studies: A South African guide and resource book*. Pretoria: Van Schaik (pp. 53-55)  Neuman, W.L. 2000. *Social research methods. Qualitative and quantitative approaches*. 4th ed. London: Allyn and Bacon.  Any other book on research methodology |

**Criteria for research questions**

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| *C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngWhat makes a good research question?* <http://twp.duke.edu/uploads/media_items/research-questions.original.pdf>  *1. Formulating the research question:*  [http://www.socscidiss.bham.ac.uk/research-question.html](http://www.socscidiss.bham.ac.uk/research-question.html 2)  [2](http://www.socscidiss.bham.ac.uk/research-question.html 2). Creswell, J. and Plano-Clark, V. published extensively on a *Mixed method approach.* Make use of Google to find some of these publications online. |

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| ***MAIN QUESTION***  ***C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\H3S1G8J1\Umbrella-Revolution-Symbol-2-2014100213[1].png***  ***1 2 3 4***  *The analogy of an umbrella is used to explain the nature of research questions:*  *In this case four sub-questions are used to contribute to answer the main question. There is a clear link between the individual sub-questions and all sub-questions link to the main question.*  *A clear relationship exists between the title of the study, the literature review, the problem statement and the main research question.* | ***Qualitative approach:***  *As one main question and 4 or 5 sub-questions.*  *Start your questions with “what” or “how”?*  *Do not start a question with a verb.*  *Can you link data collection instruments with the questions asked?*  ***Quantitative approach:***  *Make use of a hypothesis or research questions.*  *When using research questions, make sure they are dealing with quantitative issues.*  ***Mixed mode approach:***  *Include questions of qualitative nature.*  *Include questions of quantitative nature.*  *Include a question which will indicate the relationship between qualitative and quantitative findings.* |

*Figure 3: Main and sub-questions*

***Questions in qualitative research:***

Qualitative research questions can be divided into two types: *grand tour* or *main* questions and *sub-questions*. The *grand tour* or *main question* is a statement of the question being examined in the study in its most general form. This general question is posed as a general issue so as not to limit the inquiry

* Ask one main question followed by no more than five sub-questions.
* The question might be related to specific qualitative design types, e.g. ethnographic, grounded theory or phenomenology.
* Begin the research question with the words *how* or *what.’*
* Tell the reader that the study will do one of the following*:* 
  + discover (e.g. grounded theory)
  + explain or seek to understand (e.g. ethnography)
  + explore a process (e.g. case study)
  + describe the experiences (e.g. phenomenology) (Creswell, 1994:70-71)
* Expect the research questions to evolve and change during the study.

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| **C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].png**When formulating a qualitative question, ask yourself: Which data collection instrument(s) will be suitable to collect the data needed to answer the question? Consider interviewing, photographs and/or observations. |

***Question, hypotheses and objectives in quantitative research***

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngFor more information about *hypothesising*, the *null hypothesis* and the *alternative hypothesis*:  Cohen, Manion & Morrison. 2011:628-628.  Neuman, W.L. 2000. *Social research methods: Qualitative and quantitative approaches*. 4th ed. Boston: Allyn & Bacon, pp. 131-133. |

In quantitative studies, *research questions*, *objectives* and *hypotheses* represent a specific restatement of the purpose of the study. R*esearch questions* and *objectives* are used in survey projects, while in experiments *hypotheses* are used (Creswell, 1994:72).

* Develop the hypotheses, questions, or objectives from theory.
* Keep the *dependent* and *independent* variables separate and measure them separately.
* A *hypothesis* represents a declarative statement of the relation between two or more variables. A *research question* also poses a relationship, but phrases the relationship as a question. An *objective* is the same relationship statement in declarative form. “Mixing hypotheses with questions or objectives conveys an informal (and redundant) style of writing” (Creswell, 1994:73)

Sub-questions should comply with the following criteria:

**Specifity:** Variables should be stated in the in the most unambiguous terms.

**Relevancy:** Will gaps in existing knowledge be filled or will contradictions in existing knowledge be explained?

**Researchability**: Can the research question be answered through gathering and analysing of data? Some questions are not researchable because their answers lie within the domain of values, e.g. *“Should child rapists be kept alive?”*

**Feasibility***: Will you have the* time and resources to complete the research? E.g.: a research question on the long-term effects of bullying during a learner’s school career on his social integration into society after school is researchable and highly relevant. However, this is a longitudinal study that will last for several years. Only a researcher who has ongoing funding available and enough time to continue over years with the study, can start with this research.

|  |
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| 1. Based on your working title and your problem statement, formulate a general, **5**  broad *main question.*  2. Based on your main question, formulate five sub-questions which should comply with the criteria of specifity, relevancy, researcability and feasibility.  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].png3. Indicate after each sub-question, which data collection instrument(s) will be used to collect data that will enable you to answer that question. |

**5. RESEARCH OBJECTIVES**

Clearly defined objectives give an indication how the researcher should proceed. The objectives indicate the results the researcher is looking for at the end of the research and the objectives should be closely related to the statement of the problem.

The formulation of objectives organise the study in clearly defined parts or phases. Properly formulated, specific objectives will facilitate the development of research methodology and will help to orient the collection, analysis, interpretation, and utilization of data.

**Types of research objectives**

1. *General objective(s)*: The general objective(s) can be linked to the main question. The general objective indicate the broad goal(s) to be achieved; what to be achieved in the study in general terms.

2. *Specific objectives*: Specific objectives are short term and narrow in focus. Specific objectives, as the research questions, can be broken into small, logically connected parts to form specific objectives. To accomplish all the specific objectives, will lead thereto that the general objective(s) are met.

**Examples of general and specific objectives**

Research statement: Effectiveness of using Blackboard in teaching Criminal Law to students without computer skills at a university of technology.

*General objective*: To assess the effectiveness of Blackboard in teaching Criminal Law to first year students with limited computer skills at a university of technology.

*Specific objective*:

* To assess the computer skills of first year Criminal Law students at a university of Technology.
* To determine the advantages and disadvantages of Blackboard as a medium of teaching in higher education.
* To assess the impact of Blackboard on the academic performance of fisrt year law students.

To evaluate the effect of planned teaching on Physical Restraints among nurses **(**<https://www.slideshare.net/drjayeshpatidar/writing-research-objectives>)

The formulation of the research objectives is based on the action to be taken to answer the sub-questions formulated for the research.

http://betterthesis.dk/getting-started/short-synopsis

**Objectives should comply with the following:**

**Specific:** Objectives should be clear and well defined.

**Measurable:** Objectives should be measurable. It improves quality and quantitative of the research study to achieve its goal.

**Achievable:** Objectives should also be achievable in the time available.

**Realistic:** Objective should be realistic, so that they could be achieved with the resources available (http://dissertationhelponline.blogspot.co.za/2011/08/research-objective-and-questions.htmlt5t5t5ee766666y/).

**6. RESEARCH DESIGN AND RESEARCH METHODOLOGY**

Some confusion exists among researchers about the concepts *research* *design* and *research* *methodology*. Babbie and Mouton (2001: 74) explain these concepts by means of an analogy.

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| --- | --- |
| House  Architectural design or blueprint  Construction process (methods and tools) | Project  Research design  Research process (research methodology) |
| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PLMX9HVK\House_Silhouette_(black)[1].png | C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\676XYT8J\graduation-cap[1].jpg |

*Figure 4: A metaphor of research design (Babbie & Mouton, 2001:74)*

A house starts with an idea. People discuss issues like rooms, bathrooms etc. An architect is brought in. He/he has to visualise the ideas and transform them into a design; a blueprint of the house. A few drafts of the blueprint are worked on. It is shared with the owners. Changes can still be made. After the design is completed, the builders are brought in. The building of the house consists of the systematic, methodological and accurate execution of the design. In the construction different methods and tools are used to perform tasks like laying the foundation, bricklaying, plastering, etc. At the end an inspector certifies that that the building as erected according to the plan. Babbie and Mouton illustrate the differences between research design and research methodology as follows:

*Table 5: Differences between research design and research methodology* (Babbie & Mouton, 2001:75)

|  |  |
| --- | --- |
| ***Research design*** | ***Research methodology*** |
| Focuses on the end product: What kind of study is being planned and what kind of results are aimed at.  Point of departure = Research problem or question.  Focuses on the logic of research: What kind of evidence is required to address the research question adequately?? | Focuses on the research process and the kind of tools and procedures to be used.  Point of departure =Specific tasks (data collection or sampling) at hand  Focuses on the individual (not linear) steps in the research process and the most “objective” (unbiased) procedures to be employed. |

A last word: Research design represents a series of decisions that comprise the strategy explaining how you will conduct your research. A well-argued research design chapter in your dissertation/thesis enables your readers to see the logic in the planning of your research (Trafford & Leshem, 2010: 90). “A research design is a plan or blueprint of how you intend conducting the research” (Babbie & Mouton, 2001:74).

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].pngFor this part of the work it is important that you should study literature on research methodology. You need to be informed about research methodology and research design to be able to complete this section.  Do not be satisfied with one source. Read as much as you can**.** Get hold of a different books and articles dealing with research design and research methodology.  **For a reading list of sources concerning research methodology see page 50.** |

**6.1 RESEARCH DESIGN**

**6.1.1 Research philosophy**

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].pngResearchers have to explain the theory concerning the chosen research philosophy from literature.  Then they have to explain why the specific philosophy was chosen for their research. |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngCohen, Manion & Morrison, 2011. Research methods in education. London: Routledge.  Crossan, F. 2003. Research philosophy. Towards an understanding. Nurse researcher, 11(1):46-54.  **(Copy of article attached).**  There is a variety of research books discussing *positivism* and *post-positivism.* |

Students often make the mistake designing their research starting with choosing the research paradigm, which could be a *qualitative* or *quantitative* or a *mixed mode* design. Before discussing the research paradigm, it is important that the research philosophy, which could be *positivistic* or *post-positivistic,* should be discussed as the basis of your research design.

***6.1.1.1 Positivism***

Positivism is about finding the truth and that truth should be proved by empirical means. That means that the purpose of science is thus about what we can observe and measure. Nothing beyond that could be regarded as knowledge. In other words, thinking and feeling, as in post-positivistic research, cannot contribute to the expansion of knowledge and for that reason emotion and thought should be excluded from scientific study. In a positivist paradigm, the researcher and the respondent should be seen as independent entities. Often the researcher controls the respondents and feelings and thoughts are not allowed to influence the object of the research; getting the truth. In a positivist view the world is operated by laws of cause and effect which means that research can be determined by means of scientific methods (Henning et al., 2004:17).

***6.1.1.2 Post-positivism / Interpretivism***

In the mid-20th century, there was a move away from positivism to studies which were also interested in capturing the lives of participants in order to understand and interpret meaning. This research philosophy led thereto that participants’ reality is presented from their own views; the more objective social science was distinguished from more subjective work. The role of the researcher as co-creator of knowledge became more important (Henning et al., 2004:19).

**6.1.2 Research approach**

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].pngExplain the theory behind the chosen research approach(es) (qualitative and /or quantitative) from literature.  Explain why the specific approaches(s) was/were chosen for your research.  Based on the selected research philosophy (positivistic or post-positivistic/interpretivistic), the suitable research approach, *qualitative*, *quantitative* or *mixed mode* has to be selected. |

The chosen research philosophy (*positivistic* or *post-positivistic/interpretivistic*) directly links with the research approach; *qualitative or quantitative*. A positivistic philosophy can only be linked to a quantitative approach and a post-positivistic philosophy to a qualitative approach.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngMany books on research theory deal with theory on qualitative and quantitative research. |

**6.1.3 Research method**

The following table by McMillan and Schumacher (1997:32) gives a simplified indication of the links between the research *design* and the research *method*ology.

*Table 6: Research design and research methodology*

**RESEARCH *DESIGN***

**RESEARCH PHILOSOPHY**

**Positivistic** **Post-positivistic**

**RESEARCH APPROACH**

Quantitative Qualitative

**RESEARCH METHOD**

Experimental Ethnographic

Descriptive Action

Descriptive

Case study

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**RESEARCH *METHODOLOGY***

**QUANTITATIVE QUALITATIVE**

**SAMPLING**

Probability sampling Non-probability sampling

Simple random sampling Convenience sampling

Systematic random sampling Purposive sampling

Stratified random sampling Snowball sampling

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**DATA COLLECTION**

Standardised interviews Semi-structured interviews

Questionnaires (Participant) observation

Document analysis

Artefacts

Photographs

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**DATA ANALYSIS**

Statistics Transcribing

Descriptive Classifying

Arranging

Describing

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Adapted from McMillan & Schumacher, 1997:32)

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| For the *proposal*, explain your reasearch *design* under the following headings: **6**  1. Research philosophy (½ page)  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].png2. Research paradigm (½-¾ page)  3. Research method (½-¾ page)  Take note that the discussions for the *dissertation*/*thesis* will be more extended. |

**6.2 RESEARCH METHODOLOGY**

The research methodology consists of three sections that should be dealt with in line with the aspects mentioned in the research design: *population and sample*, *data collection* and *data analysis*.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngNearly any book on research theory will include sections of *population* and *sampling*, *data collection* and *data analysis*. Make sure you get a good understanding of these aspects. |

**6.2.1 Population and sample**

***6.2.1.1 Population***

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].png1. The population, independent of the research approach, can be the same.  2. When describing the population, firstly explain the theory behind it from literature and then explain the population relevant for your study.  3. The population as described in the proposal can be used also in chapter 3 of the dissertation/thesis.  4. If your unit of analysis is people, do not describe your population as schools, factories or newspapers publication. Indicate the people involved. |

The population in research terms is a collection of objects, events or individuals having some common characteristic that the researcher is interested in studying. Take note that the population in which the researcher is interested is not the population of people in a country or city. A population is the sum total of all the cases that meet the researcher’s definition of the unit of analysis (Mouton, 1998:134).

Examples of populations for research purposes:

* All persons, between 14 and 30 living in Polokwane in May 20017 who were not hospitalised or abroad.
* All supermarkets in Atteridgeville employing more than 50 people during June 2017.
* All first year students admitted to hostels at tertiary education institutions in Western Cape in January 2017.
* People in North West who bought a Ford Kuga 1.6 in 2016.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngDescribe the population of your study as for the proposal (½-¾ page). **7**  Give the theory behind the concept *population* from literature.  Clearly indicate the unit of analysis as numbers |

**6.2.1.2 Sampling** (See table 6)

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].pngThe sampling techniques for qualitative and quantitative research approaches differ (see table 6) |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngAbout sampling, read chapter 8 in Cohen, Manion & Morrison. 2011: *Research methods in education*. London: Routledge: pp. 143-164. The following aspects are dealt with: Sample size, sampling error, sample representativeness, access to the sample, sampling strategy, probability samples, non-probability samples, sampling in qualitative research, sampling in mixed methods research and planning the sampling.  Many other books on research methodology deal with population and sampling. |

***a. Quantitative sampling***

*Probability sampling*

Probability sampling is associated with quantitate samples. If the researcher wants to make generalisations, because he/she is looking for representativeness of the wider population, he/she may choose to select a probability sample. This includes any sampling technique that ensures a random sample; that is, a technique that ensures that every element in the sampling frame has an equal chance of being included in the sample.

*Table 7: Quantitative sampling and formula for quantitative sample size*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quantitative sampling** | **Suggested formula for selection of quantitative samples** | | |
| Population | Suggested % | Number of respondents |
| If the population is relatively small, the sample should comprise a reasonably large part of the population. Larger samples enable researchers to draw more accurate conclusions and make more accurate predictions. Because of the responsibility of respondents leaving the research sample (subject mortality), it is better to draw a larger sample that is eventually needed (Schaller as cited by Strydom & De Vos, 1998:191). | 20  30  50  100  200  500  1 000  10 000  100 000  200 000 | 100%  80%  64%  45%  32%  20%  14%  4.5%  2%  1% | 20  24  32  45  64  100  140  450  2 000  2 000 |

(Source: Stoker as cited by Strydom, H. & De Vos, A.S. 1998. Research at grass roots: a primer for caring professions. Pretoria: van Schaik: 189-201)

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngRead about sample size, confidence levels and confidence intervals for quantitative samples as indicated in a table in Cohen, Manion & Morrison. 2011. *Research methods in education*. London: Routledge: p. 147 |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\bulle[1].pngExplain the correlation between the size of the sample and the size of the population in quantitative research. |

***b. Quantitative sampling techniques***

***i. Probability sampling***

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngRead: McMillan & Schumacher. 1997. *Research in education: A conceptual introduction*. 4th ed. New York: Longman: p. 166,  and many other books published on research methodology. |

Probability sampling indicates any sampling technique that results in a random sample; in other words every element in the population/sampling frame has an equal chance of being included in the sample.

***ii. Probability sampling techniques***

Three sampling techniques which are used more often are mentioned here. Please read wider. A variety of books on research methodology are available.

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| Babbie, E. & Mouton, J. 2001. *The practice of social research*. Oxford: Oxford University Press. (B & M)  Cohen, L., Manion, L. & Morrison, K. 2011. *Research methods in education*. London: Routledge. (C, M & M  Probability sampling: pp. 175-176 (B & M); 153 (C, M & M)  Simple random sampling: pp. 189-190C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].png (B & M); pp. 153 (C, M & M)  Systematic random sampling: pp. 190-191 (B & M); 153-154 (C, M & M)  Stratified random sampling: pp. 191-192 (B & M); p. 154 (C. M & M) |

* *Simple random sampling*

Simple random sampling each individual case in the population has an equal chance to be collected for the sample (Strydom & De Vos, 1998:195)

* *Systematic random sampling*

Here only the first case is selected randomly, preferably from a random table. All subsequent cases are selected according to a particular interval, e.g. each fifth or tenth item on a list of names, depending on the percentage toe be selected to complete the sample.

* *Stratified random sampling*

This type of sampling is suitable for heterogeneous (with different characteristics) populations because it provides for the conclusion of small groups. Stratification consists of the population being divided into a number of strata which are mutually exclusive, with members who are who are homogeneous with regard to some characteristics. E.g.: Research about readers’ perception of a newspaper, may be conducted focusing on gender, age and racial groups to which readers belong.

**c. Qualitative sampling**

Qualitative samples are obviously smaller than quantitative samples. Data are not collected by means of questionnaires to respondents, but by means of individual interviews or observations. For this reason, the researcher would make use of non-probability sampling.

***i. Non-probability sampling***

Non-probability sampling does not include any type of random sampling. The researcher uses participants who happen to be accessible or who may represent certain types of characteristics. The following are examples of sample strategies where subjects do not have an equal chance of being included in the sample. These samples are mostly used when conducting qualitative research.

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| Babbie, E. & Mouton, J. 2001. *The practice of social research*. Oxford: Oxford University Press. (B & M)  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngCohen, L., Manion, L. & Morrison, K. 2011. *Research methods in education*. London: Routledge. (C, M & M)  Non-probability sampling: pp. 166-167 (B & M); p. 155 (C, M & M)  Purposive sampling: pp. 173-175 (B & M) pp. 156-158 (C, M & M)  Snowball sampling: pp. 167 (B & M) pp. 158-160 (C, M & M)  Convenience sampling: pp. 155-156 (C, M & M)  Volunteer sampling: p. 160 (C, M & M) |

***ii. Non-probability sampling techniques***

* *Convenience sampling*

Any respondent which happens to cross the researcher’s path and has something to do with the phenomenon, gets included until the desired number is obtained.

* *Purposive sampling*

Purposive sampling is often used in qualitative research. Patton as quoted in McMillan and Schumacher (1997:397) describes purposive sampling as “*selecting information-rich cases for study in depth”* when one wants to understand something about those cases.

* *Snowball sampling*

*“Snowballing”* involves approaching a single case that is involved in the phenomenon to be investigated. In turn this person is requested to identify any further people who may make up the sample (Strydom & De Vos, 1998:201).

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\TK_talk_icon.svg[1].pngBased on the literature on research methodology that you have studied, can you:  1. distinguish between population, sample and sampling frame?  2. explain how and why sample sizes differ for quantitative and qualitative research?  3. distinguish between probability and non-probability sampling with examples?  4. explain what do you understand under the concept random sampling?  5. distinguish between simple random sampling, systematic random sampling and stratified random sampling.  6. distinguish between snowball sampling, purposive sampling and convenient sampling?  7. explain which sampling technique will be most suitable for your research and can you explain why? |

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| 1. Explain from literature the theory behind the concept *sampling*. **8**  2. Explain from literature the theory behind *probability* and/or\* *non-probability* sampling.  C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].png3. Explain from literature the sampling technique(s) that you plan to use in your research.  **NB**: If you plan to use a mixed mode approach\* (qualitative and quantitative), keep in mind that you need to describe both the samples for the qualitative and quantitative part of your research separately. |
| **C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].pngTake note**: If you choose to make use of a *mixed mode* approach, you can work with the same *population*, but be aware that you have to describe the *qualitative* and *quantitative* samples separately. |

**6.2.2 Data collection**

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].pngFor the proposal, students only have to mention which data collection instruments will be used, give some theory from literature behind the instrument and explain why this instrument is regarded as the most suitable. Do not elaborate on the characteristics of each of the instruments. That will be discussed in detail when data collection for the dissertation/thesis will be dealt with in the methodology chapter. |

Data collection for qualitative and quantitative research is conducted in different ways. In quantitative research we are dealing with larger samples than in qualitative research. For larger samples we need instruments that can collect much data in a reasonable time from respondents, for examples questionnaires. In qualitative research, the researcher collects data from smaller samples, for example by means of interviews.

***6.2.2.1 Quantitative data collection***

For social sciences, the most used instrument to collect quantitative data, is the questionnaire, however structured interview can also be used.

***6.2.2.2 Qualitative data collection***

Data collection instruments often used to collect qualitative data, interviews, observations, document analysis and even photographs. Theory about these instruments can be found in a variety of books on research theory.

Interviews that can be considered as qualitative data collection instruments, are unstructured interviews, semi-structured interviews and focus group interviews.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].png1. State which data collection instrument(s) will be used in your research. **9**  2. Based on literature, explain why this / these instrument(s) is/are regarded as the most suiatble for your research.  3. Explain: when will the data be collected; where will the data be collected; from whom should permission be obtained; what will be the role of the researcher in the collection of data. |

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| **C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7M5CJSWW\220px-Achtung.svg[1].pngTake note**: If you choose to follow a mixed mode approach in your research, then the data collection instruments should be discussed separately.  E.g.: Qualitative data collection and  Quantitative data collection |

**6.2.3 Data analysis**

***7.2.3.1 Analysis of quantitative data***

The analysis and presentation of quantitative data indicates the statistical techniques to be used in data analysis and specifies how the data will be presented. The data analysis and presentation states the statistical techniques to be used in data analysis and specifies how the data will be presented. The researcher should also state the forms of presentation – the kinds of tables, figures and charts to be used to organise and summarise each set of data.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngPietersen, J. & Damianov, G. N.d. *Guide to practical statistics*. Pretoria: HSRC. |

***7.2.3.2 Analysis of qualitative*** *data*

Qualitative data exist in the form of notes, audio tape recordings and/or photographs. Recordings need to be transcribed, to be read and re-read, themes need to be identified. You have to find from literature ways of analysing qualitative data. Interpretations of data are presented in narratives and words.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngGay, L.R. & Airasian, P. 2000. Educational research: Competencies for analysis and application. 6th ed. Upper Saddle River: Merrill, pp. 237-255. |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngExplain how you plan to analyse and report your collected quantitative or/and **10**  qualitative research data. (1-2 paragraphs) |

**8. SIGNIFICANCE OF THE STUDY**

Explain why is this study of importance for your peers, for your work environment. State how these findings will be made known to people to whom it matters. E.g.: conferences, articles, presentations in school circuits.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngExplain what is the significance of your study to be conducted (1 paragraph). **11** |

**9. ETHICAL CONSIDERATIONS**

You need to make use of literature to explain how aspects such as *confidentiality*, *harming of respondents*, *informed consent*, *violation of privacy* and *anonymity* will be dealt with in your research.

If your research involves hu**m**an subjects, then you will require ethical approval from the appropriate body. This must be attended to before you commence that research. Contact with human participants normally means your observation of them, your participation with them in some way, the administration or any substances to them or any procedures that involves the use of human tissues. It also refers to the collection and storage of data that relate to those human subjects. These protocols include any potential invasion of an individual’s presumed or actual privacy. Similar protocols apply to research with other living creatures. TUT has regulations for approving the ethical dimensions of your research.

On p. 42 you can findan example of the informed consent documentation to be completed and submitted by all postgraduate students as part of the application for ethical clearance before the student is allowed to start with the collection of data.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngCohen, L., Manion, L. & Morrison, K. 2011. *Research methods in education*. London: Routledge, pp. 75-105. |
| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngExplain how you will adhere to the principles of research ethics in your research **12**  with specific reference to aspects such as *confidentiality*, *harming of respondents*, *violation of privacy* and *anonymity and informed consent.* |
| **EXAMPLE OF INFORMED CONSENT**  **INFORMATION LEAFLET AND INFORMED CONSENT**  PROJECT TITLE: OUTDOOR PLAY MANAGEMENT TO SUPPORT THE HOLISTIC DEVELOPMENT OF LEARNERS IN SELECTED PRIMARY SCHOOLS IN NORTH WEST  Primary investigator: Student X  Study leader: Prof XYZ, Department of …, Tshwane University of Technology, Pretoria  Dear Research Participant,  You are invited to participate in a research study that forms part of my formal D.Ed.-studies. This information leaflet will help you to decide if you would like to participate. Before you agree to take part, you should fully understand what is involved. You should not agree to take part unless you are completely satisfied with all aspects of the study.  **WHAT IS THE STUDY ALL ABOUT?**  *Title of the study:*  *Research question:*  *Objectives:*  **WHAT WILL YOU BE REQUIRED TO DO IN THE STUDY?**  If you decide to take part in the study, you will be required to do the following:   * To sign this informed consent form. * To be interviewed face-to-face. The questions will be open-ended. The interview will take a maximum 20 minutes of your time. The location will be a quiet boardroom arranged at your school. * To be observed without any inconvenience for one week as field notes are taken. Data will be collated with regard to outdoor play management only. * To submit a journal record or any artefact related to outdoor play incidents within the school for data perusal. * To allow distribution of questionnaires to your staff members. Their response data is to augment the field notes of the researcher.   **WHAT ARE THE RISKS INVOLVED IN THIS STUDY?** or **CAN ANY OF THE STUDY PROCEDURES RESULT IN PERSONAL DISCOMFORT OR INCONVENIENCE?**  *Observations:* Participant observation will be done in the morning as the school start, during break time as the children are free to play as well as during school out. The aim is to observe the children and educators at their natural setting/world without any inconvenience. Field notes will be taken for data processing in the later stage.  *Interviews:* In the interview/s you will be sharing your personal experience with regard to outdoor play management only. There will be no sharing of emotionally sensitive and intimate details about you. Some questions will be asked to educators on and off the playground to gain better understanding of the play games children are engaged in.  *Document analysis*: Perusal of documents and artefacts with regard to outdoor play will be done without any disturbance to the daily chores of the school. The documents will be taken and be read in the boardrooms. Questions for clarity will be asked only where necessary.  *Questionnaires*: The study and procedures involve no foreseeable physical discomfort or inconvenience to you or your family. A maximum of 20 minutes will be required to complete the questionnaire relating to outdoor play management only.  **WHAT ARE THE POTENTIAL BENEFITS THAT MAY COME FROM THE STUDY?**  The benefits of participating in this study are:   * You will make a contribution towards the development of outdoor play guidelines within the district and be enriched further in this field. * Developed guidelines will serve as a source document for researchers, academics and schools.   **WILL YOU RECEIVE ANY FINANCIAL COMPENSATION OR INCENTIVE FOR PARTICIPATING IN THE STUDY?**  Please note that you **will not** be paid to participate in the study.  **WHAT ARE YOUR RIGHTS AS A PARTICIPANT IN THIS STUDY?**  Your participation in this study is entirely voluntary. You have the right to withdraw at any stage without any penalty or future disadvantage whatsoever. You don’t even have to provide the reason/s for your decision. Your withdrawal will in no way influence your continued engagement with outdoor play management to support the holistic development of learners at school.  **HOW WILL CONFIDENTIALITY AND ANONYMITY BE ENSURED IN THE STUDY?**  All the data that you provide during the study will be handled confidentially. This means that access to your data will be strictly limited to the researcher, the supervisors of the study and the designated examiners (appointed by Tshwane University of Technology). Also, your data and personal information will be kept and stored in a confidential format which will only be accessible to the researcher.  **IS THE RESEARCHER QUALIFIED TO CARRY OUT THE STUDY?**  The researcher is also from the same geographical Dr Kenneth Kaunda District This means that he deeply understand your cultural context and can fluently speak the local languages. Field work will be conducted as a fully registered educator with South African Council for Educators (SACE) and as a principal in a primary school. The researcher is qualified and trained in the field of research for example; B.Ed (UNISA), PGDE (UNISA) and M.Tech (TUT) all in educational management.  **HAS THE STUDY RECEIVED ETHICAL APPROVAL?**  Yes. The Faculty Higher Degrees Committee and the Research Ethics Committee of the Tshwane University of Technology have approved the formal study proposal. Also, the District Executive Manager of Dr Kenneth Kaunda District of North West Department of Education has granted written approval for the study. All parts of the study will be conducted according to internationally accepted ethical principles.  **WHO CAN YOU CONTACT FOR ADDITIONAL INFORMATION REGARDING THE STUDY?**  The primary investigator, Mr X, can be contacted during office hours at Tel (018) ……., or on his cellular phone at 073 … …. The promoter, Prof XYZ can be contacted during office hours at Tel (012) 382-…. Should you have any questions regarding the ethical aspects of the study, you can contact the chairperson of the TUT Research Ethics Committee, Dr WA Hoffmann, during office hours at Tel (012) 382-6265/46.  **A FINAL WORD**  Your co-operation and participation in the study will be greatly appreciated. Please sign the underneath informed consent if you agree to participate in the study. In such a case, you will receive a copy of the signed informed consent from the researcher.  **CONSENT**  I hereby confirm that I have been adequately informed by the researcher about the nature, conduct, benefits and risks of the study. I have also received, read and understood the above written information. I am aware that the results of the study will be anonymously processed into a research report. I understand that my participation is voluntary and that I may, at any stage, without prejudice, withdraw my consent and participation in the study. I had sufficient opportunity to ask questions and of my own free will declare myself prepared to participate in the study.  Research participant’s name: (Please print)  Research participant’s signature:  Date:  Researcher’s name: (Please print)  Researcher’s signature:  Date: |

**10. TENTATIVE CHAPTER OUTLINE**

A M Ed *dissertation* usually consists of five chapters. A D Ed *thesis* may have exactly the same structure. If needed, more chapters could be added; specifically regarding the literature review..

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

CHAPTER 2: LITERATURE REVIEW

CHAPTER 3: RESEARCH DESIGN AND RESEARCH METHODOLOGY

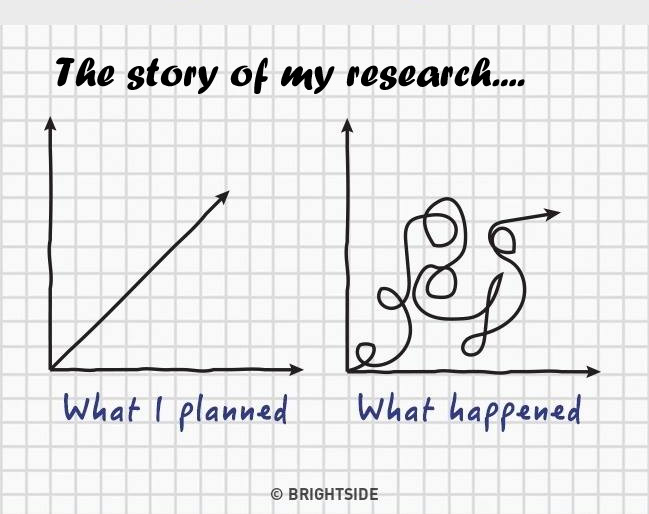
CHAPTER 4: FINDINGS

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GCTWJOEY\reading_1[1].pngGive the outline of the chapters that you plan for your research (as above). **13** |

**11. TIME FRAME**

A clear indication should be given about the time frame within the study will be completed. Your planning should start from the first day of registration until your **final submission** for examination. You have to allow time for resubmissions of the proposal and chapters. It happens very seldom that your work will be accepted as perfect after the first chapter. All dissertations are dealt with chapter by chapter. You are not allowed to continue with a chapter if you did not receive permission from your supervisor.



The function of the time plan is not just to have another document as part of your proposal. You have to constantly check your plan to see if you are on track or if you fell behind. You have to constantly adapt where needed.

Keep in mind; your studies are not your only responsibility. Most of you have a daily job, you may have a family and you may be involved in community activities. When planning your research progress, STAY REALISTIC. Rather plan over a longer time and adapt if your progress becomes faster than planned.

To assist students with keeping to deadlines as well as to support students keep on track to complete the Masters within a two year period (approximately two and half from application to graduation), the Department will offer a series of research seminars. These seminars cover relevant topics that students are expected to engage in and are presented within a timeframe that corresponds to the key stages for completing the M Ed thesis.

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| **EXAMPLE OF A TIME FRAME**   |  |  |  | | --- | --- | --- | | **Objectives** | **Activities** | **Date** | | **REGISTRATION (A STUDENT SHOULD REGISTER AT THE BEGINNING OF EACH ACADEMIC YEAR BEFORE HE/SHE COULD EXPECT ANY SUPPORT FROM HS/HER SUPERVISOR** | | | | To obtain literature pertaining to the envisaged study. | Visit libraries, relevant departments, internet search and talking to people. | May 2017 to Sept. 2015 | | Organise literature obtained. Draw a route map for the research. | Put together all the thoughts about the envisaged study into a comprehensive and implementable plan for the research. | Oct. 2017 | | Obtain the supervisor’s view of the draft proposal. | Meet the supervisor for his views of the research proposal. | Nov. 2017 | | Obtain fellow students’ view of my work. | Check other students’ draft research proposals and let them check mine. | Nov. 2017 | | Share with fellow students and supervisor my envisaged study. | Present my research proposal | Jan. 2018 | | To finalise the literature review | Visit libraries and do internet search for final literature | March 2018 | | Chapter one | *Do* introduction of the study  *Formulate* research questions  *Give* an indication of the research design  *Do* *corrections and resubmit* | May 2018  June 2017 | | Chapter two | *Describe* the outcomes of the literature review  *Do* corrections and resubmit | July to Sept. 2017  Oct. 2017 | | Chapter three | *R*esearch design & methodology  *Do* corrections & resubmit | Nov 2017  Jan. 2018 | | Design instruments | *Discuss with supervisor*  *Adapt and resubmit* | Feb. 2017  March 2018 | | Apply for ethical clearance | DRIC | March 2018 | | Collect data | Qualitative or Quantitative | March-May 2018 | | Analyse data | Transcribe/statistics | May-June 2018 | | Chapter 4 | *R*esearch findings  *Do* corrections and resubmit | July 2018  Sept. 2018 | | Chapter five | *C*onclusions and recommendations.  *Do* corrections and submit | Sept. 2018  Oct. 2018 | | Submit complete ring bound research document | To supervisor  *Do* corrections and submit | Nov. 2018  Nov 2018 | | Colloquium |  | Jan. 2020 | | Submit for examination | 3 Ring bound copies to supervisor | Jan. 2020 | | Receive results | Examiners get 8 weeks  Do corrections | March 2020  March 2020 | | D Ed Defence | Defend thesis | Apr. 2020 | | Submit 5 leather bound copies |  | April 2020 | |  | Graduation | September 2020 | |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngIndicate the time frame for your study **14** |

**12. BUDGET PLANNING**

You need to draw a clear budget of all your expenses over the time of study. This is a very important part of your proposal. You need to convince your supervisor that you have the financial means to complete this study. Think about telephone and internet costs, buying of books, travelling to conduct research and to visit your supervisor, registration, reregistration, etc. This will assist you in planning your sampling. Instead of selecting people widely spread, narrow it down to a specific region. Do not start with a project of such an extent that you will only realise at a much later stage that it will cost you more than what you have bargained for. Be aware that there is no guarantee that financial assistance will be available. PLAN WISELY.

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| **EXAMPLE OF A BUDGET** (Each student has his/her own personal financial needs. This example cannot just be copied. CONSIDER YOUR OWN SITUATION).  **This budget is for the whole study period [The following amounts are estimations]**  **Capital costs:**  Upgrade computer R 2 000.00  Registration and course fee R22 000 (M Ed) (2017)  R25 000 (D Ed) (2017)  Reregistration per year R 3 810 (D Ed & M Ed 2017) R1 270 x3 years)  **Running costs:**  Paper, photocopying, printer ink R 3 200.00  Telephone (incl. Internet) R 1 000.00  Postage, typing cost (R10 x 100  words) R 2 500.00  Editing (R25 x 100 words) R 4 000.00  Final product and binding R 4 700.00  Travelling costs R 3 600.00  **Total** ±R44 270.00 (M Ed / M Tech)  ±R47 270.00 (D Ed / D Tech) |

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngGive your well-planned budget for the years of study. Make sure that you have **15**  the financial means to complete this study. |

**REFERENCES**

A complete alphabetical list of references, ONLY cited in the proposal, should be prepared. You have to make use of the guidelines in the **Citation and Bibliographic Reference Guide** (Tshwane University of Technology).

Reference items are not numbered.

For the bibliography, make use of justification to the left.

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| C:\Users\Admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SJA82WDY\checklist[1].pngUnder the heading REFERENCES, prepare a list of all sources used in writing your **16**  proposal. Please take note that there should be a 100% correlation between the sources used in the text and the sources indicated in the reference list. |

**GENERAL**

* **Editing**: All work submitted to your supervisor, should be edited and free from spelling mistakes and sentence construction errors. Your dictionary should become one of your most important companions during your studies.
* **Font**: All work should be submitted only in 12pt Arial or Times New Roman.
* **Line spacing**: 1.5
* **Numbering**: The numbering format should be numerical and should not be more than four levels, e.g. 1; 1.1, 1.1.1 and 1.1.1.1. Thereafter make use of bullets or Roman figures.
* Do not italicise or underline the abbreviations in formal writing.
* **File naming convention** If you send any work by e-mail to your supervisor, use the following file naming convention:

1. Surname, 2. Work submitted and 3. Date (Day Month and Year).

Example 1: Mahlangu Proposal 13March 2012

Example 2: Mahlangu Chapter1 19 June 2012

* **Feedback**: I would greatly appreciate your comments and inputs regarding the usefulness of this guide and suggestions on how this guide should be improved for future use. Please send all feedback to twhite@global.co.za.

**LITERATURE ON RESEARCH THEORY**

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There are MANY more.

<http://journals.sagepub.com/doi/pdf/10.1177/1558689807302814> (mixed mode questioning)

<http://www.idi.ntnu.no/grupper/su/publ/html/totland/ch012.htm>

http://www.health.herts.ac.uk/immunology/Web%20programme%20%20Researchhealthprofessionals/hypothesisresearch\_question.htm

**DEVELOPING HYPOTHESIS AND RESEARCH QUESTIONS**

ShaliniPrasad Ajith Rao Eeshoo Rehani http://www.public.asu.edu/~kroel/www500/hypothesis.pdf)

1. [↑](#footnote-ref-1)