**DEPARTMENT OF EDUCATIONAL STUDIES**

**FACULTY OF HUMANITIES**

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**GUIDELINES FOR PREPARING**

**YOUR POSTGRADUATE**

**RESEARCH PROPOSAL**

Compiled by: Prof. T. White

2016

*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).*

**SCHOOL OF EDUCATION**

**FACULTY OF HUMANITIES**

**GUIDELINES FOR PREPARING YOUR POSTGRADUATE RESEARCH PROPOSAL**

**FOR IMPORTANT DATES SEE P. 13**

**PREAMBLE**

1. 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.
2. According to TUT policy on Postgraduate Studies, your research proposal should be completed within 6 months of registration for your M Ed or D Ed. In the Department of Educational Studies, you have to present your proposal at a Research Proposal Seminar in June. After you have made the final changes, your proposal must be approved by the Departmental Research & Innovation Committee (DRIC) as well as by the University Higher Degrees Committee (HDC). The approval process will be undertaken by your supervisor.
3. Your proposal should, with the support and advice of your supervisor, be developed according to the guidelines herein stated. These guidelines apply, more-or-less, to both Masters and Doctoral research proposals, and should be between 1**0-15 pages** in length, excluding references and appendices.
4. 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,
* 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) and,
* have the academic background and competences to bring the project to a successful completion.

1. The template presented is guide to assist students in completing their proposal. 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.

**STRUCTURE OF THE PROPOSAL**

**Working title:**

Your proposal should have a working title, which would help you and your supervisor to have an immediate sense of the subject area you’re 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 be finalised when you submit your work for final examination at the end of your study.

**Understand that the proposal is presented in the FUTURE tense**

1. **INTRODUCTION**

**The Introduction should contain (some) of the following elements:**

* Opening (Quotation or general statement)
* Establishing common ground (Contextualise 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 gap in previous research, 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)

1. **BACKGROUND AND RATIONALE**

This is also known as the “zooming in” part. How does this problem manifest itself on a wider scale? E.g.: How does substance abuse effect learning in teaching in other countries, in South Africa, in Gauteng Province (With the necessary references to literature).

1. **PRELIMINARY LITERATURE STUDY**

From literature, books (recently published), articles in journals and selective texts from the internet are used to support your thesis. The literature study is not only a duplication of what was found. It is expected that you deal with it in an academic way: compare 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**. A literature study is about **reading and reading and reading** and become aware of the views of scholars about your topic.

* 1. **Definitions/Explanations of principal concepts/notions implied:**

The first thing to do here is to define/explain the principal and relevant concepts/notions/terms you will be using, given your area of research.

* 1. **Summary of previous literature on your intended topic**

Review at least 6 to 10 of the latest journal articles, review research reports, books and book chapters, policy documents and any other relevant material that is applicable to your intended study. Provide a concise summary of your readings, focussing specifically on the theoretical approach, the research methods, study sample and population and research findings that may impact on your intended area of study.

* 1. **The theoretical background and framework to the research:**

Present/discuss the most relevant theories/models, in relation to your area of study, tracing the evolution of thinking in that area to the present day, i.e., the current state-of-play. Relate this to the crux of the matter of your research, e.g., do you intend to duplicate/repudiate the findings of a previous study/confirm the position of a theory? In addition, on what theoretical framework/model is your study based? In the event of a descriptive study, present/discuss the model of description/observation you intend to use, comparing it to others before it (if applicable).

* 1. **Specify the Theory of Action for your study (Optional)**

Begin with an explanation of the concept “theory of action”. The theory of action should be listed verbally as well as in the form of a diagram. See Appendix A for more information.

1. **STATEMENT OF THE PROBLEM**

**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. In other words, the problem statement flows from what was argued so far in the introduction, background and literature review.

Look again at the concept: Problem STATEMENT. The format should thus be a STATEMENT and not a QUESTION.

Hints:

* If anyone reads your problem statement, he/she should be able to recognise the most important elements of your title in it without knowing what the title is.
* Formulate your problem statement in not more than one paragraph.

Can you determine what the title of the following study is:

*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.schools* (Chauke, N.P: M Ed 2013)

1. **RESEARCH QUESTIONS AND HYPOTHESES**

DO NOT USE HYPOTHESES AND RESEARCH QUESTIONS

In most research that is undertaken, we come up with a specification of what the research problem is, i.e., what we hope will answer the questions raised by the curiosity we nurture (e.g., “Why do butterflies usually not fly by night?”; “What impact does is the abolishment of corporal punishment have on the society?”; “How does the late coming of teachers impact on learners’ academic performance?”). These research questions should then lead us to take certain initial positions on the matter (i.e., hypotheses), e.g., “The late coming of teachers lead to the incompletion of academic work.”

However, not all research is about research problems/hypotheses. A lot of good, qualitative research is descriptive, and focuses on, for example, providing details of how a cultural and sociolinguistic ritual may take place (e.g., a traditional wedding ceremony), using a proven model of description (e.g., Hymes’ [1984] SPEAKING model in the Ethnography of Communication).

Hint: Stated research questions should be 100% in line with your title and your problem statement. Usually you will have a main question and some sub-questions. Start research questions with What?, Why? How? etc. and not with a verb. That could lead to ‘yes’ or ‘no’ answers.

Hypotheses are normally used, instead of research questions, when doing quantitative research.

* Formulate your main research question. This should contain elements of the research topic and what was mentioned in the problem statement (REMEMBER THE GOLDEN THREAD)
* Formulate four sub-questions which will contribute to answering the main research question.

1. **RESEARCH OBJECTIVES**
2. **RESEARCH DESIGN**

For this part of the work it is important that students should study literature. You need to be informed about research methodology and research design to be able to complete this section.

Explain the concept “Research design” from literature.

**7.1 Research approach and research method**

* Explain the philosophy on which your research will be based (Positivism and post-positivism)
* State which research approach you will use (quantitative and/or qualitative). Explain your choice clearly.
* Explain the research method to be followed
* Motivate why this choice is the most suitable for your research.

**7.2 Population and sample**

**7.2.1 Population**

* Explain the concept ‘population’ from literature.
* Explain the population relevant for your study.

**7.2.2 Sampling**

Explain the concept ‘sampling’ from literature.

Explain your sampling technique.

E.g.: For qualitative research: probability sampling, random sampling, cluster sampling, etc.

Quantitative: Non-probability, convenience, snowball, purposive, etc.

You will use a smaller sample for qualitative studies and larger samples for quantitative studies.

**7.3 Data collection**

Keep your research approach in mind when making this choice.

**Qualitative** research: E.g. Interviews, observations, document analysis, photographs.

State your instrument chosen for data collection. Then give the theory underlying that from literature. Explain the administrative aspects of your data collection: When will you do it? From whom do you need to obtain permission?

**Quantitative**: E.g. Questionnaires. Find from literature the **theory** behind questionnaires.

Explain the **administrative aspects** of your data collection: When will you do it? From whom do you need to obtain permission?

**7.4 Data analysis**

**Qualitative** data are in the form of notes and audio tape recordings. These notes 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.

**Quantitative** data are analysed through statistical procedures. Findings are presented as tables, histograms, pie charts, etc.

**CHAPTER OUTLINE**

A MEd study usually consists of five chapters. A DEd study may have exactly the same structure. If needed, more chapters could be added.

Chapter 1: Introduction and background to the study

Chapter 2: Literature review

Chapter 3: Research design

Chapter 4: Findings

Chapter 5: Conclusions and recommendations.

**Students should understand that a well-written proposal, allow you to complete your chapter 1 after a few adaptations in a short time.**

1. **SIGNIFICANCE OF THE STUDY**

Explain why is this study of importance for your peers, for the Department or for schools. Try also to state how these findings will be made known to people to whom it matters. E.g.: Conferences, articles, presentations in school circuits)

1. **ETHICAL CONSIDERATIONS**

You need to make use of literature to explain how aspects such as confidentiality, the harm of respondents, informed consent, etc. could be dealt with in your research.

**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 Guide of TUT.

Reference items are not numbered; NO JUSTIFICATION..

1. **TIME FRAME**

A clear indication should be given about the time frames required to complete this study. It will **start** on 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.

To assist students with keeping to deadlines as well as to support students keep on track to complete the Masters within a two 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 MEd thesis. **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.

**11. 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 two levels, e.g. 1; 1.1 and 1.1.1 or 2; 2.1 and 2.1.1
* **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 13March2012

Example 2: Mahlangu Chapter1 19 June2012

* Use the example in **Appendix C** for your front page: (use spaces to spread over a whole page)
* **Feedback**: we 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 [gaenoalet@tut.ac.za](mailto:gaenoalet@tut.ac.za).

**Appendix A: Stipulating a Theory of Action**

A theory of action is intended to portray what is essentially a logic or causal model that describes how programs, projects or studies are intended to work, and outlines the different components of the system, while clearly specifying the connections among these components. More importantly, a theory of action must specify the inputs or antecedent conditions, proximal, intermediate and distal outcomes, and describe the mechanisms or processes that specify the logic by which these components are sensibly related or the processes for processes for bringing about intended goals[[2]](#footnote-2).

Stipulating the theory of action for your intended research study is a useful starting point as it allows researchers to develop a valid argument for the study, and will enable researchers to state very explicitly why answers to a specific research question will lead to a specific set of outcomes. For this proposal, the theory of action should be presented in the form of text as well as graphically. See examples 1 and 2.

**Topic 1: Relationship between use of textbooks and teaching practices**

If teachers are provided with appropriate textbooks and are provided with training and support on how to effectively use these textbooks, this will lead to increase use of textbooks in the classroom, which in turn will lead to improvement in teaching practice.

Teacher

Provide relevant textbooks

Provide training in use of textbooks

Increase use of textbooks

Improvement in teaching practice

**Topic 2: Impact of ICT on performance of teachers and learners**

If appropriate ICT facilities and support is available and used effectively in schools, and if this leads to an improvement in the management of the school as well as improve support to teachers, then this will result in an improvement in teaching and learning practices which will improve performance of learners.

**Theory of Action**

Relevant ICT

Infrastructure &

Support

Improve

management

of school

Effective use

of ICT

Improve teaching

and learning

practices

Improve learning

Learner performance

Improve support

To teachers

**Appendix B:**

**Masters and Doctorate - Calendar of Activities**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Due Date** | **Responsibility** |
| Student Registration |  | Students |
| **Welcome & Introduction**  Postgraduate studies at TUT  Introduction: Staff & students  M&D programme: Key activities and dates  **Seminar 1**  Successful completion of your studies: Key requirements |  |  |
| **Seminar 2:**  Writing the Research Proposal |  |  |
| **Seminar 3:**  Writing the literature review |  |  |
| HDC 01 - (DRIC)  Request for approval of study title and study panel |  | Supervisor |
| **Seminar 4**  Introduction to Research Methodology |  |  |
| Submit draft Proposal to supervisor |  |  |
| Proposal Presentations |  |  |
| Final Proposal Submitted to supervisor |  |  |
| HDC 02 - (DRIC)  Request for approval of Research Proposal |  | Supervisor |
| Approval received from FCPS |  |  |
| Students initial Chapters 1, 2, 3 - draft |  |  |
| **Proposal presentations and Colloquium** |  |  |
| Report on student progress to DRIC & FCPS |  | Supervisor |
|  | | |
| Students outstanding Chapters …- draft |  |  |
| Submit first draft |  |  |
| **Proposal presentations and Colloquium** |  |  |
| Submit final write-up |  |  |
| HDC 03 - (DRIC)  Request for appointment of external assessors |  | Supervisor |
| Submit 3 Copies of study to external examiners |  |  |
| Respond to examiners comments, if applicable |  |  |
| HDC 04 - (DRIC)  Approval of final results |  | Supervisor |
| Students informed of successful completion |  |  |
| Submission of final or outstanding documents |  |  |
| **Student Graduations - May 2017** | | |

**EXAMPLE OF: FRONT PAGE OF THE RESEARCH PROPOSAL**

**RESEARCH PROPOSAL (CAPS; BOLD)**

**STAFF DEVELOPMENT AT PRIMARY SCHOOLS IN TEMBISA, GAUTENG**

**(CAPS; BOLD)**

by (Not bold)

**NPR MAHLANGU (CAPS; BOLD)**

for the (Not bold)

**MAGISTER EDUCATIONIS/DOCTOR IN EDUCATION (CAPS; BOLD)**

in the (Not bold)

**Department of …………. (Caps; small loetters)**

**SCHOOL OF EDUCATION**

FACULTY OF HUMANITIES (CAPS; Not bold)

**TSHWANE UNIVERSITY OF TECHNOLOGY (CAPS; BOLD)**

Supervisor: Prof H. Rampa (Small letters; not bold)

2015 (Not bold)

**EXAMPLE OF:**

**PRELIMINARY LITERATURE STUDY**

**3.1 Introduction**

Outdoor play regards play as one of the best methods whereby children can learn and develop holistically. White (2007:1) argues that outdoor play is mostly preferred by children at school and ignoring the opportunity it offers to children to be creative and self-expressive limits children the chance to expand their imaginations beyond the constraints of the classroom (Levesque, 2011:3).

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 outdoors children exercises both their bodies and their brains (Flint, 2001:1; Levesque, 2011:2).

Benefits of outdoor play can be found on a physical and mental level (Levesque, 2011:2). As children expand their energy and exercise their bodies, they also learn, grow and develop both their psychological and emotional well-being as well (Flint, 2011:1).

Flint (2011:1) extensively discusses nine benefits of outdoor play, Levesque (2011:2) addresses ten benefits, Watkinson (2010:1-4) purport three benefits and Filer (2008:59) succinctly point out three benefits of outdoor play. Views of the above mentioned authors are summarised by Waller (2009:50) and are precisely relevant to the research because of their uniqueness that indicate that outdoor play offers:

**POSITIVISM AND POST-POSITIVISM AS RESEARCH PARADIGMS**

**The nature of positivism**

Smith (1998) provides a useful insight into positivist thinking within social sciences with this description: Positivist approaches to the social sci4ences ...assume things can e studies as hard facts and the relationship between these facts can be established as scientific laws. For positivists, such laws have the status of truth and social objects can be studied in much the same way as natural objects.”

The basic reasoning of positivism assumes that an objective reality exists which is independent of human behaviour and is therefore not a creation of the human mind. (Comte (1853) suggests that all real knowledge should be derived from human observation of objective reality. The senses are used to accumulate data that are objective, discernible and measurable; anything other should be rejected as transcendental.

The stated aim of the logical positivists is to cleanse scientific knowledge of speculative and subjective viewpoints. It endeavours to do this by the use of mathematics and formal logic (as a branch of mathematics) to provide analytical statements about the observed world using the process of induction as a means of establishing generalisations and law.

The general elements of positivist philosophy have a number of implications for social research based on this approach. These implications are:

*Methodological*: All research should be quantitative and only research which is quantitative can be the basis for valid generalisations and laws.

*Value-freedom:* The choice of what to study and how to study it, should be determined by objective criteria rather than by human beliefs and interests.

*Causality*: The aim should be to to identify causal explanations and fundamental laws that explain human behaviour.

*Independence*: The role of the researcher is independent of the subject under examination.

**Criticism of positivist approach**

A major criticism of the positivist approach is that it does not provide the means to examine human beings and their behaviours in an in-depth way.

Parahoo (1997) provides the following example:

*In physiscs it is possible ...to formulate laws relating to...the expansion of metal when heated. From such laws, the amount of expansion that will occur in particular circumstamnces can be predictedHowever, when a man loses his job and becomes depressed, it does not mean that he will be depressed each time he loses his job, nor can we say that everyone who loses his job becomes depressed (Parahoo, 1997).*

Humans are not objects and are subject to many influences on behaviour, feelings, perceptions and attitudes that positivist would reject as irrelevant and belonging to the realms of metaphysics.

**Post-positivism**

For the post-positivist researcher reality is not a rigid thing, instead it is a creation of those individuals involved in the research. Reality does not exist within a vacuum, its composition is influenced by its context and many constructions of reality are therefore possible. Proctor (1998) suggests that among the various factors that influence reality construction, culture, gender and cultural beliefs are the most significant. They recognise the intricate relationship between individual behaviour, attitudes, external structures and socio-cultural issues. It follows then tthat objective reality as proposed by positivist philosophy can be seen as only one aspect or dimension of reality.

Post-positivist approaches assume that reality is multiple, subjective and mentally constructed by individuals. The use of flexible and multiple methods is desirable as a way of studying a small sample in depth over time that can establish warranted assertibility as opposed to absolute truth.

**Criticism of the post-positivist approach**

The limitations of post-positivist approaches generally relate to the interactive andparticipatory nature of qualitative methods. Paroo (1997) suggest that this is the main weakness and is due to the proximity of the researcher to the investigation. Mays and Poe (1995) summarise the main criticism as:

*Firstly, that qualitative research is merely an assembly of anecdote and personal impressions, strongly subject to researcher bias;*

*Secondly, it is argued that qualitative research lacks reproducibility – the research is so personal to the researcher that there is no guarantee that a different researcher would not come to radically different conclusions*

*Thirdly, qualitative research is criticised for lacking reliability.*

Crossan, F. 2003. Research philosophy: towards and understanding. *Nurse Researcher*. Volume 11 (1): 46-55.

(Available at: <http://dx.doi.org/10.7748/nr2003.10.11.1.46.c5914>)

For more information on positivism and post-positivism, also read: Cohen, L., Manion, L. & Morrison, K. 2011. *Research methods in education*. London: Routledge: 7-18.

**EXAMPLE OF RESEARCH DESIGN**

**QUANTITATIVE QUALITATIVE**

**RESEARCH APPROACH**

Experimental Ethnographic

Descriptive Action research

Descriptive research

Case study

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**SAMPLING**

Probability sampling Non-probability sampling

Simple random sampling Convenience sampling

Systematic random sampling Purposive sampling

Stratified random sampling Snowball sampling

**DATA COLLECTION**

Standardised interviews Semi-structured interviews

Questionnaires (Participant) observation

Document analysis

Artefacts

Photographs

**DATA ANALYSIS**

Statistics Transcribing

Classifying

Arranging

Describing

(McMillan & Schumacher, 1997:32)

**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 (FOR CURRENT COSTS SEE BUDGET( P. 17))** | | |
| To obtain literature pertaining to the envisaged study. | Visit libraries, DoBE offices, internet search and talk to people. | December 2014 to March 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. | April 2015 |
| Obtain the supervisor’s view of the draft proposal. | Meet the supervisor for his views of the research proposal. | April 2015 |
| Obtain fellow students’ view of my work. | Check other students’ draft research proposal and let them check mine. | May 2015 |
| Share with fellow students and supervisor my envisaged study. | Present my research proposal | June 2015 |
| To finalise the literature review | Visit libraries and do internet search for final literature | July 2015 |
| Chapter one | *Do* introduction of the study  *Formulate* research questions  *Give* an indication of the research design  *Do* corrections | July 2015 |
| Chapter two | *Describe* the outcomes of the literature review  *Do* corrections | August to September 2015 |
| Chapter three | *Discuss* research design  *Do* corrections | Oct to Nov 2015 |
| Design instruments | *Discuss with supervisor*  *Adapt* | November 2015 |
| Get ethical clearance | DRIC | Nov 2015 |
| Collect data | Qualitative or Quantitative | Feb-March 2016 |
| Analyse data | Transcribe/statistics | April 2016 |
| Chapter 4 | *Discuss* the research findings  *Do* corrections | May-July 2016 |
| Chapter five | *Write* conclusions and recommendations.  *Do* corrections | August 2016 |
| Submit complete ring bound research document | To supervisor  *Do* corrections | Sept 2016 |
| Colloquium |  | Oct 2016 |
| Submit for examination | 3 Ring bound copies to supervisor | Oct 2016 |
| Receive results | Examiners get 8 weeks  Do corrections | Jan 2017 |
| D Ed Defence | Defend thesis | March 2017 |
| Submit 5 leather bound copies |  | April 2017 |
|  | Graduation | September 2017 |

**EXAMPLE OF A BUDGET**

**Capital costs:**

Upgrade computer R 2 000.00

Registration and course fee R21 190 (M Ed) (2015)

R23 860 (D Ed) (2015)

**Running costs:**

Paper, photocopying, printer ink R 3 200.00

Telephone (incl. Internet) R 1 000.00

Postage, typing cost (R10 x 100) R 2 500.00

Editing (R25 x 100) R 4 000.00

Final product and binding R 4 700.00

Travelling costs R 3 6000.00

**Total** R????????

1. (Deacon and Parker. (2009). *Successful educational research: Guidelines for getting going,*

   *getting funded and getting published.* Johannesburg: Centre for Education Policy Development. [↑](#footnote-ref-1)
2. Marion, S. (2010). Developing a Theory of Action: A Foundation of the NIA Response

   Centre for Assessment, [↑](#footnote-ref-2)