BAHIR DAR UNIVERSITY

INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES

GUIDELINES FOR GRADUATE PROGRAM RESEARCH PROPOSAL AND THESIS WRITING

THISGUIDELINE BECOME USEFUL FOR THE EDUCATIONAL

PURPOSES OF THEPOSTGRADUATE PROGRAMSTUDENTS,IN THE INSTITUTE OF DISASTER RISK MANAGEMENT AND FOOD SECURITY STUDIES, BAHIRDAR UNIVERSITY

May, 2020

BAHIR DAR,ETHIOPIA

ACKNOWLEDGEMENTS

The Institute of Disaster Risk Management and Food Security Studies (IDRMFSS) was established as department in the year 2005 and upgraded as Institute level in 2015 and started Msc, Program since 2008. Currently we have 3 Msc. Programs in the institute and we have submitted one PhD Program for curriculum mandate endorsement to be launched in the coming academic year(2021); However, the institute had not Thesis and Dissertation guideline. The Institute of Disaster Risk Management and Food Security Studies wish to thank the members of the thesis/ dissertation committee: Dr. Zerihun Yohannes, Dr. Tesfahun Kassie and Mr. Yilebes Addisu for generously offering their time, support, guidance and good will throughout the preparation of this document.

In addition, the institute would like to thank all academic staff members who participated in providing valuable comments and suggestions over the email communication.

This guideline was prepared by the thesis/dissertation preparation committee made up of the following members:

Dr.Zerihun Yohannes Amare (Chairperson)

Dr. Tesfahun Kassie Asmamaw–Member

Mr. Yilebes Addisu Damtie (Assistant Professor)–Secretary

Adane Tesfaye Lema (PhD)

Director, institute of Disaster Risk Management and Food Security Studies
Bahir Dar University, Bahir Dar, Ethiopia

May, 2020

FOREWARD

The rationale of this theses/ dissertation guidelines are to contextualize the research areas in Disaster Risk Management and Food Security so as to assist postgraduate students in understanding the requirements of theses and dissertation. In this context, the main purpose of writing a thesis/dissertation is to sensitize students to the realities of the environmental management issues and concerns in Disaster Risk Management and Food Security Studies. In this regard, students will choose a topic of their interest in their area of specialization. This may be pertaining to the professional discipline in which they are already working or they may wish to work. These guidelines are divided into three main sections as indicated below:

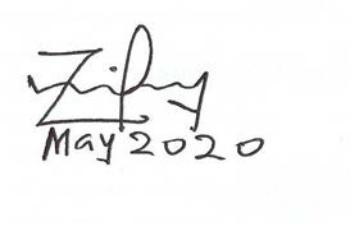
SECTION A: PRELIMINARIES

SECTION B: THESIS /DISSERTATION PROPOSAL

SECTION C: THESIS /DISSERTATION WRITING

Student 'thesis/dissertation work is the life-time work; of the students'. Therefore try your best to make it attractive, impressive and a valuable asset for academia. Do not forget to edit it for errors; at least three times; to avoid last minute submission mistakes. Should you face any problem in using the guidelines; please do not hesitate to consult your thesis supervisor/s. and Co- supervisor(s)

Zerihun Yohannes Amare (PhD)



Chairperson of the research guideline, Quality Assurance and Enhancement Coordinator, Institute of Disaster Risk Management and Food Security Studies

Bahir Dar University, Bahir Dar, Ethiopia

May, 2020

Table of Contents

List of Tables

SECTIONA: PRELIMINARIES

i. Title page

The first page of the paper shall bear the full title of the research proposal / thesis/dissertation, the full name of the author, the qualification of the author at the time of submission, the degree for which the research proposal/thesis/dissertation is submitted, and the month and year of submission of the thesis/dissertation. All the letters of the title and name of the authors shall be capitalized.

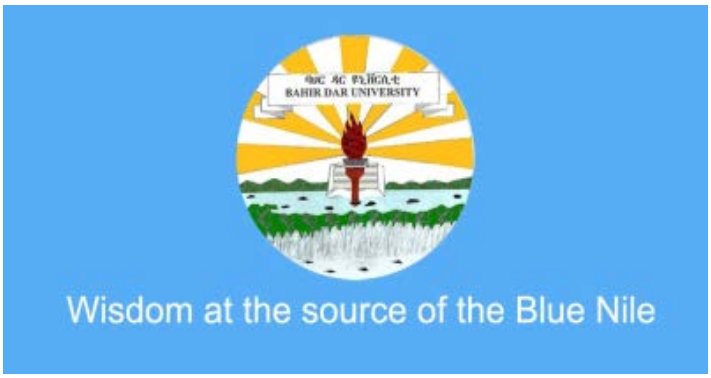
ii. Paper quality

The paper used for the research work either proposal or the thesis/dissertation deposited with the postgraduate program must be good quality not less than $80g/m^2$. Corrosive and less than $80g/m^2$ is unacceptable for the final copies and very strongly advised against. Typescript should be A4. Only one side of the paper should be used.

iii. General requirements

A postgraduate student should contact a potential supervisor for his/her Msc thesis or PhD dissertation research starting from the first year second semester and for PhD dissertation should be at the time of admission. The postgraduate council can be assign supervisor/s by considering the students' and supervisors' interest. The number of supervisors for Msc and PhD willbe depending on the complexity of the research title and legislation of the BahirDar University. The student should convince his/her research supervisor about his/her the concept note before going to develop the full proposal. Once the proposal got approval by his/her supervisor/s, the proposal should be presented to the Department Graduate council members and defend in open defense. The final approval of the proposal must be made by Department Graduate Council and then endorsed by the Office of Postgraduate Program, Research and Community Services prior to commencement of research work.

Postgraduate students are required to submit at least one potentially publishable article to their supervisor before final approval of thesis. The author will prepare short pages following the appropriate journal format. The supervisor/s will assist the student to publish the paper at reputable journal. The student will be principal author. The number of publication for PhD graduates will be as per the legislation of BDU.



SECTIONB: RESEARCHPROPOSAL

Bahir Dar University

Institute of Disaster Risk Management and Food Security Studies

Postgraduate Program of ……..

Title of Proposed Thesis/Dissertation Research

……

By

(Name of the student in full)

……..

A Thesis/Dissertation Proposal Submitted to Bahir Dar University, Institute of Disaster Risk Management and Food Security Studies in the Partial Fulfillment of the Requirements for the Award of a Master's/PhD Degree in ----------

Month, Year

Bahir Dar, Ethiopia

1. INTRODUCTION

A brief and precise statement should be presented in introduction covering entire thesis proposal. This must be your entire proposal in a nutshell, giving a synopsis of the whole proposal.

1.1 Background of the Study

The background section sets out the direction the researcher intends to take and why.

Introducing the topic entails putting the study into context and broadly touching on some key issues. One should begin by offering a broad context for study, and quickly come to the point with a narrow focus definition of theproblem.Place the study within the larger context of existing scholarly literature while reaching out to a specific audience.

1.2. Statement of the research problem

The research problem refers to a situation whereby there are observable negative/positive developments of which there is a knowledge gap. The researcher needs to be focused, and must single out and clearly state the research problem.

Thus, is the problem?

Liable to empirical investigation or evaluation - through collection and analysis of relevant data

Brief and clear

Researchable in respect to appropriate sources of data/information that can provide solutions to the problems identified

Fitting itself well to established theories or concepts

The following guiding questions could be helpful;

a) Who is affected and how?
b) What is missing and where?
c) What went wrong and to what extent?
d) What are the notable effects, where, extent for whom?
e) Is the problem self-expressive or does it generate other problems

Note: The statement of the problem for Msc student must not exceed one and half page in length. For PhD candidate the problem statement page number willbased on the length of the topic and will be decided by supervisors and students.

1.3. Research Objectives

The research proposal must always be guided by general objective. These are intended outcomes of the research undertaking. It is usually the case that the researcher formulates a broad /general objective which is further elaborated by way of specific objectives.

1.3.1 General Objective

This is a clear and concise statement of what the study seeks to accomplish. This general objective is a broad statement which shows whether the research intends to evaluate, explore, explain, and assess a chosen problem. The sentence should be identical/similar to the Title and use an action verb.

1.3.2Specific objectives

These must be linked to the general objective in a logical way. When put together, the specific objectives, which must lead to the accomplishment of the main objective of the study. For Msc students, it is normally the case to formulate at least three specific objectives and not more than five. Whereas, the research objectives will be determined with their supervisors. For PhD candidate the number of specific objectives will be decided by supervisors and scope of the study.

1.4 Research questions and Hypotheses

The decision to formulate either research questions or topics will depend on the research approach you have chosen. It is generally understood that research can either be qualitative and or quantitative. The general rule is to formulate research questions for qualitative studies and research hypothesis for quantitative studies.

To make sure your specific objectives are clear and reachable, each one should be:

- **S**pecific (simple, sensible, significant).
- **M**easurable (meaningful, motivating).
- **A**chievable (agreed, attainable).
- **R**elevant (reasonable, realistic and resourced, results-based).
- **T**ime bound (time-based, time limited, time/cost limited, timely, time-sensitive).

1.4.1 Research questions

A research question poses a relationship between two or more variables but phrases that relationship as a question. The questions should be derived from the main research problem. The general rule is that research questions are formulated when one is conducting qualitative and/ or quantitative research.

If research objectives have been set, there is no need to set research questions because they are just the other side of same coin, i.e. research objectives turned into questions. However, when the objective/s has come to answer two questions, it is possible to formulate research questions.

The research questions should render itself to clear and precise answers. It should be such that demand data collection and analysis. It should be written in the present tense.

1.4.2 Research Hypotheses

A hypothesis is a tentative conjectural statement of a relationship between or among variables - a sort of intellectual (informed) guess. The statement should be statistically testable and related to observable phenomenon and must, finally, be either accepted or rejected.

1.5 Significance of the Study

The researcher should demonstrate why it is worthwhile to conduct the research (Sometime this component can be devoted to a separate section known as 'Justification of Study'). State the benefits to be derived from research and indicate who is likely to benefit and how this is likely to happen.

1.6 Scope and Limitations of the study

This refers to the contextual and conceptual boundaries of the study which may include population /sample size, the key concerns of study, spatial coverage/location,time period and the extent it tries to resolve the problem.

In addition, in this sub-section, research is supposed to express the limitations and which are related to proposed research design and which can affect research finding (other than time and money). It could be concerned to chosen research method, research technique, sampling method, sampling size, among others.

1.7 Conceptual framework of the study

This importance of this section will depend on the type of proposed study. It is used to determine a theoretical or "quasi-theoretical" base for the study. The conceptual framework is the theoretical base from which your topic has evolved. It includes the basic, historical, theoretical nature, and background of your topic. This information is the material that undergirds, and provides basic support from which your topic emerges. Essentially you are trying to present a rational/theoretical/research-based model for (a) the

key variables you are interested in investigating and (b) any believed interrelationships between the dependent, or criterion, variable and the independent variables. Literature citations are essential. Theorists and researchers who are famous in the field of the topic (e.g., Peijun, Shi, Disaster theory, Pelling, Mark, resilience theory, De Soto, Arnott, Mayo, Sen, Hulme, Yaqub, Moore, Shepherd, Devereux in Poverty) have to be used and referenced in this section.

2. LITERATUREREVIEW

The literature review provides background information on the matter under study. The purpose of literature review is to enable one to develop documented, logical rationale for a problem, research question or hypothesis to ensure that there is some flow from what is already known about the topic to what one is attempting to be study. The review should include recent literatures (not more than five years) theoretical insight, methodological construction, literature and a snapshot of existing practices. Past initiatives, dialogue reports, plans, failures and successes on related issues could be incorporated to expose the existing body of knowledge.

3.RESEARCH METHODOLOGY

Once the research problem and its aims and objectives are stated and hypothesis is formulated in clear terms; the researcher is required to prepare a research design. The preparation of such a research design guides researcher to complete the research project as proposed. In other words, the function of research design is to provide a summary of the procedures that will be followed in the collection and analysis of data, as well as the timeframes in which the processes will be accomplished. It is always better if a researcher could plan his/her research design in a deductive (from general to specific) manner. An impressive research methodology must have the following sub-sections;

3.1 Description of the study area

There is need to indicate where the study was done. Describe key characteristics of area (Location, climate (temp, precipitation/rainfall, humidity...), geology, soils, land use, vegetation, farming system, socioeconomic activities, and population among others), linking them to the study.

3.2 Research design

It is essential to state the research **approach** to be adopted by the researcher e.g. **qualitative** or **quantitative**, giving the justification for choosing it. Having stated the approach of research, the researcher needs to identify a specific **method** of research falling within the chosen approach, depending on the nature of the problem as well as the purpose of research.

Research purposes can be broadly categorized into three categories, viz, exploration, description and explanation, while methods can range from **historiography, survey, ethnography to content analysis and experimentation**. It is important to justify the choice of research method by relating it to your research setting. Each research method has its own **techniques** which should be clearly stated. However it is important that the chosen research design is competent to respond to the research purpose, objectives and questions.

3.3 Sampling techniques

A 'sample' is a miniature representation of and selected from a large group or aggregate. A well-structured sample design could improve relevance and accuracy of research findings. The population or universe of the study from which the sample is to be drawn must be clearly stated and justification given for choosing the particular universe. It is the aggregate or entire group/class/units/variables to be studied. Second step in sample design is to trace out a sampling frame; which consists of all categories of sampling units or units of analysis.

Sampling unit or unit of analysis is the unit to be sampled such as person, household, organization, institution, period of time, among others. Besides, the researcher is supposed to state which technique of sampling is being adopted i.e. qualitative technique or quantitative technique. It could also be expressed as probability sampling or non-probability sampling. After starting the broader sampling technique, researcher should state sub-category of the chosen sampling technique i.e. simple random sampling, systematic sampling, stratified sampling, customer sampling, multistage sampling (for example, probability sampling, quota sampling, convenient sampling, referral or snowball sampling among others).

Sample size is actually the total number of units which are to be selected for the analysis in the research study. Researcher is supposed to justify why the particular sample size is chosen. Sample is the smallest unit of analysis in any research which should be stated by researcher finally in a sample design.

3.4 Data Sources and Data collection

There are mainly two sources of data that a researcher can collect i.e. primary and secondary data. But this detail is not sufficient as the researcher should indicate from where these data will be collected. In the proposal, the researcher must indicate prospective sources and types of data to be used in the study. Perhaps more important is to indicate why the chosen types and sources are deemed appropriate for the study.

Researcher could be guided by following:

a. What data are required to meet the research objectives?
b. How will this data and relevant information be collected?

3.4.1 Primary Data sources

There are several instruments and tools through which primary data could be collected, for example, questionnaire, personal interview, observation among others. A clear indication should be made by the researcher in this section.

3.4.2 Secondary Data sources

In this section the researcher is supposed to provide details about the possible sources where s/he can get the secondary data, for example, Addis Ababa City Administration, BahirDar University Library, EFDRE Policy Documents, Sandai framework of disaster risk reduction, World Bank Reports, GNDR , IPCC, and FAO documents among others.

3.5 Data Analysis and Interpretation

Data processing begins with analysis. Editing, coding and tabulation process are necessary to be done prior to analysis. Appropriate procedures for analysis such as ANOVA, MANOVA, ethnography (a branch of anthropology concerned with the description of ethnic groups) among others can be used. Indicate briefly any analytic tools (such as Statistical Package and Service Solution (SPSS), SYSTAT, STATA, Epi-Info) that were employed. Provide a well thought out rationale for making decision on the analytic tools selected.

Both primary and secondary data are analyzed and presented using statistical tools like tables, bar charts, line charts, pie charts and others to facilitate the interpretation of the result of the data analyzed. In this sub-section the researcher should also clearly state various quantitative techniques i.e. descriptive (mean, median/mode, standard deviation, range among others) or inferential (chi square, Z test, correlation, regression among others); qualitative techniques like content analysis, projective techniques among others by which he/she is planning to analyze the collected data.

3. Expected outcome

It is logical to present a conclusion of the whole Research Proposal at the end which can summarize the whole proposal in a comprehensive manner. The Expected Outcomes section contains these features but not limited: an explanation of how the proposal will address the needs shown in the statement of the Problem; an explanation of the benefits that will be realized if the proposal is accepted; and clear information about WHO will benefit and HOW they will benefit from the proposed study.

4. REFERENCES

How the reference list is compiled and presented depends on the citation style that you use. If you cite publications using the name-year system, the references should be listed alphabetically. The students are expected to use referencing and in-text citation in a consistent manner throughout the thesis/dissertation. However, widely used referencing systems used in BahirDar University are; Harvard referencing style and American Psychological association (APA) referencing style. See the below link for details.

(https://libweb.anglia.ac.uk/referencing/files/Harvard_referencing_201718.pdf

https://library.westernsydney.edu.au/main/sites/default/files/cite_APA.pdf

5. Proposal Appendices

The Appendices part of the Proposal should have Field Research Plan and Budget

6.1 Field Research Plan

A Field Research Plan or Schedule of Activities will be required as an annexure to each and every Research Proposal.

6.2 Budget

A well calculated and justified Budget must be presented in addition to aforesaid annexure. A reconciliation statement of the research expenditure will be required at the end of the fieldwork; it is necessary for the disbursement of the second tranche of the research grant (when it is funded by the University budget).Besides, when the student is funded by the university, the budget allocation and management will be based on the University legislations and financial guidelines.

Table 1: The Summary components of thesis/dissertation proposal

1.0 Introduction	2.0 Literature Review
1.1 Background of the study	3.0 Research Methodology
1.2 Problem statement of the study	3.1 Description of the Study Area
1.3 Research Objective	3.2 Research Design
1.3.1 General Objective	3.3 Sampling techniques
1.3.2 Specific Objectives	3.4 Data Sources
1.4 Research question/Hypotheses	3.4.1 Primary data source
1.5 Significance of the Study	3.4.2 Secondary data source
1.6 Scope of the study	3.5 Data Analysis and Interpretation
1.7 Limitations of the Study	4.0 Expected outcome
1.8 Conceptual Framework of the study	References
	Appendices

SECTIONC: THESISWRITING

Preamble

The thesis/Dissertation will consist three major parts; namely: Prefaces, Body and Appendices.

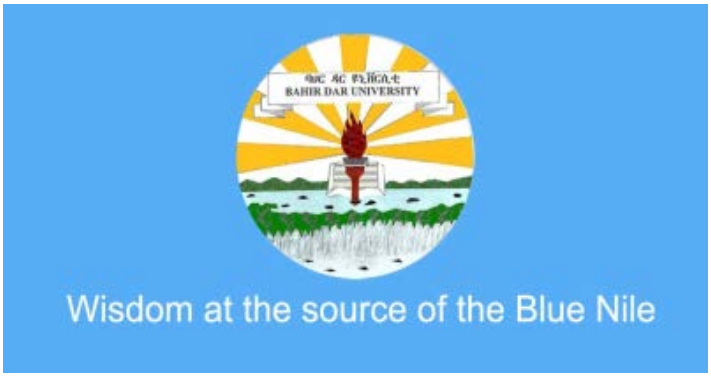
Prefaces must include Cover Page, Declaration on originality, Dedication (Optional), Approval sheet, Abstract, Acknowledgements, Table of Contents, List of Tables, List of Figures, List of Plates, List of Appendices and List of Acronyms/Abbreviations. **Body** must have Chapter-1 to Chapter-5 and references. **Appendices** consist of attachments such as questionnaires, interview schedules, budgets and activity schedules.

Ensuring Flow and Consistency, while writing the thesis/dissertation is very important .Your thoughts and statement should be well arranged; having smooth flow and consistency.
i.e. What 'Research Questions / Hypotheses' you have adopted in Chapter -1, the same order should be maintained while you are writing 'Review of Literature' in Chapter-2; again the same order should be followed while you are presenting your 'Data Analysis and Findings' in Chapter-4 and finally all the 'Conclusions and Policy implications' should be consistent in Chapter-5 according to 'Research Questions / Hypotheses' stated in Chapter-1. Hence; you will be able to produce an outstanding document by ensuring the logical flow of your expressions in the'Thesis'.

Thesis Abstract: should normally be about 350 words for Masters and 500 words for PhD. It should start with sentence describing the major theme of the topic researched and continue by very briefly outlining purpose of the research, the methodology used, the main findings and conclusions. Do not cite figures, tables, or references in abstract. Abstract should be a complete synopsis so as to enable the reader to judge the value of the article and whether or not to continue to read it completely. Type the abstract on a separate page. The abstract should be written in one single paragraph in italics.

Table 2: The Summary Components of thesis/dissertation

Prefaces	Body	Appendices
Cover Page, Declaration on originality, Dedication (Optional), Approval sheet Abstract, Acknowledgements Table of Contents List of Tables List of Figures List of Plates List of Appendices List of Acronyms/ Abbreviations.	Chapter-1 Chapter-2 Chapter-3 Chapter-4 Chapter-5 References	Questionnaires, Interview schedules FGD,key informants… Budgets Activity schedules Data coding sheets Letters of introduction Permissions/ethics Special documents



Bahir Dar University

Institute of Disaster Risk Management and Food Security Studies

Post graduate program in _____

Title of Thesis/Dissertation

……..

By

(Name of the student)

……..

ID of the student

……..

Under the Supervision of

Major Supervisor

Co-supervisor

……..

A Thesis/Dissertation in Partial Fulfillment of the Requirements for the Award of a Master's/PhD Degree in ----------

Month, Year

Bahir Dar, Ethiopia

CHAPTER ONE: INTRODUCTION

This should be the introduction to the whole study and is based on the research proposal. Generally, this is research proposal written in past tense. In that regard, you are giving a narrative description of the entire proceedings of the thesis/dissertation. The Chapter must have following sections: This section must provide a brief synopsis of the content of the entire chapter. It must be promissory in nature; it must promise the reader certain information in the body of the chapter.

1.1 Background

The background section sets out the direction the researcher intends to take. introduction to the topic is putting the study into context and broadly touching on some considered key issues. It may begin by offering a broad context for study, and quickly come to the point with a narrow focus definition of the problem.

Pick on issues that lead you to the research problem or question by identifying various dimensions in which problem manifests itself.

Place the study within the larger context of existing scholarly literature while reaching out to a specific audience.

1.2 Problem Statement of the Study

A research problem refers to a situation whereby there exist observable negative effects of which there is a knowledge gap. The researcher needs to be focused, and must single out and clearly state the problem. Is the problem:

Amenable to empirical investigation or evaluation through collection and analysis of relevant data, brief, clear and precise, researchable in respect to appropriate sources of data/information that can provide solutions to the problems identified, solvable, fitting itself well to established theories or concepts The following guiding questions could be helpful;

Who is affected and how? What is missing and where?

What went wrong and to what extent?

What are the notable effects, where, extent for whom?

Is the problem self-expressive or does it generate other problems?

1.3 Objectives

The main purposes of the study must be clearly enunciated. You must state a single general objective and some specific objectives linked or derived from general objective.

1.3.1 General Objective

This is a clear and concise statement of what the study seeks to accomplish - in your own way or as already established by previous studies. This general objective is a broad statement which shows whether the research wants to evaluate, explore, explain, and assess a chosen phenomenon. The objective is set in such a way that it facilitates the formulation of specific objectives. For example, evaluation involves numerous processes which can be the focuses of the specific objectives. The main objective should set out, in unequivocal terms, the purpose of the study

1.3.2 Specific objectives

These must be linked to the main objective in a logical way. When put together, the specific objectives, which must be set in SMART formation, must lead to the accomplishment of the main objective of the study. For example, as a way of evaluating a given phenomenon, one may want to measure certain indicators and so it would be appropriate to set a specific objective that relates to quantification as part of the process of evaluation. It is normally the case to formulate at least three specific objectives and no more than five.

1.3.3 Research questions

A research question poses a relationship between two or more variables but phrases that relationship as a question. The questions should be derived from the main research questions or problem statement. They should render themselves to clear and precise answers. They should be such that they demand data collection and analysis. It is not necessary to create research questions if objectives have been set.

1.4 Research Hypotheses

A hypothesis is a tentative conjectural statement of **relationship between or among variables** - a sort of intellectual (informed) guess. It must be statistically testable and related to observable and natural phenomenon. Deciding to whether to use research questions depends on the factors such as the purpose of the study, nature of the research design and methodology, and nature of the audience.

1.5 Significance of the Study

Significance/Justification of the Study can be expressed through following points:

- The researcher should demonstrate **why it is worthwhile** to go through the pains of research (Sometime this component can be devoted to a separate section known as 'Justification of Study').
- State the benefits to be derived from research.
- Who would benefit and how?

1.6 Scope and Limitations of the study

This refers to the **contextual boundaries or limits** of the study which would include (population / sample size); the key concerns and non-concerns of study; the extent it tries to resolve the problem.

Limitations of the study can be potential weaknesses of the study that will be beyond control of the researcher and which may have implications or restrictions on study or results of study. This maybe time, money, nature of the sample, nature of the data, nature of the instruments used. Emphasis should be made on sampling, data, instruments of data collection related limitations instead of merely making statements about time and money constraints/limitations.

State compensatory measures taken to mitigate effects of noted limitations.

1.7 Conceptual framework of the study

This section is used to determine a theoretical or "quasi-theoretical" base for the study. The conceptual framework is the theoretical base from which your topic has evolved. It includes the basic, historical, theoretical nature, and background of your topic. This information is the material that undergirds, and provides basic support from which your topic emerges. Essentially you are trying to present a rational/theoretical/research-based model for (a) the key variables you are interested in investigating and (b) any believed interrelationships between the dependent, or criterion, variable and the independent variables. Literature citations are essential. Theorists and researchers who are famous in the field of the topic (e.g., Peijun, Shi, Disaster theory, Pelling, Mark, resilience theory, De Soto, Arnott, Mayo, Sen, Hulme, Yaqub, Moore, Shepherd, Devereux in Poverty) and the like have to be used and referenced in this section.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Literature review is derived from the statement of the problem (presentation of empirical evidence and central question) and is the argument that the research question has a basis for providing a probable answer(s) to the question through:

i) Establishment of relationships (identification of the relationships between the independent variable and the response variables). What is known and how has it been explained? Are the results conclusive? What are the bases for the question?

ii) Explaining how the possible answers to the question are explained and defended? What are the assumptions? What are the relationships? What are the working hypotheses?

The theoretical framework, considers the grounds that support the central question of the study, states the researcher's reasoning and arguments for the project to find the evidence that will answer the research question and/or hypothesis. It requires an **exhaustive and comprehensive** bibliographic review related to the problem under investigation. This chapter may contain theories and models relevant to the problem, a historical overview of the problem, current trends related to the problem, and significant research data published about the problem. The Review of Literature should place the proposed study in context through a critical analysis of selected research reports.

Provide a critique of the literature as a basis for any controversial methodological decisions to be presented in the thesis.

i) Resolve conflicts amongst seemingly contradictory previous studies

ii) Point the way forward for further research

This chapter gives you an opportunity to show the reader that you have learnt to analyze and to synthesize the views of others in relation to your own research. Since Chapter 2 presents information and conclusions **drawn by other researchers**, **citations should be used extensively throughout the chapter**. Although you are presenting information from other researchers and writers, **avoid overuse of direct quotations**, including many direct quotations which produce a literature review that usually lacks transitions and flow, and is difficult to read. It is a skill on the part of post-graduate students to report on the literature in such a way that the student also compares, contrasts, and in so doing analyzes what is found in the literature (hence you should compare and contrast ideas, theories and/or views relevant to your research topic and problem, guided by research questions/objectives).

NB: Chapter 2 is **NOT** the place for the researcher to inject any personal ideas or theories. Direct quotations, indirect quotations or paraphrasing, as well as any information attributable to other researchers and individuals require citations. One strategy you can follow to identify relevant published materials for your research is to browse previous research done on a topic similar to your own (for instance you can utilize some online journal subscribed to by the Bahir Dar University, http://www.ila.edu.et/). The references and/or bibliography that are normally annexed to a research work would naturally lead you to some important seminal works or recent literature. One possible way you can explore to increase the chance of finding relevant literature is to share what you have with fellow students that are doing research is similar topics. Your thesis supervisor may provide additional guidance or even provide you with certain reference materials, but the onus of searching the relevant literature is your responsibility.

2. Acknowledgments of Sources

As far as a literature review is about the summary and synthesis of main ideas to be obtained from different previous sources, it is important to make due acknowledgment. You are expected to review previous research work (including that conducted by BahirDar University students) that are available in the institute's library, but you should never "copy-and-paste" literature reviews already done by other authors. It is part of the standard research ethics that you are expected to duly acknowledge all of the sources you have consulted during the literature review and beyond. Failure to do so is plagiarism and it is a serious academic infringement and will not be tolerated. The sanctions that follow it are not usually pleasant; it is always best to follow standard referencing procedures. As the system of bibliographic referencing system adopted by IDRMFSS is the Harvard System, you are encouraged to refer to it.

To help you save time, particularly at the final stages of your research project, you should keep notes of the title and author of the document along with the relevant page numbers.
The Literature Review is **NOT** a Book Review. Contents of books and articles are only useful if particular points have some direct relevance to your thesis/dissertation. A good review of literature will have the following structure:

2.1 Introduction

A clear and precise introduction of the chapter-2 for related literature review should be presented.

2.2 Theoretical Literature Review

It consists of review of the relevant literature from the books written by the authors in your area of research. For example, researcher who intends to study the bureaucracy may begin with reading books by Max Weber, Gordon Tullock and William Niskanen. While reviewing the theoretical literature, the researcher has to carefully observe what is said about objectives of the research. For instance, what does the theoretical literature say about the research objective 1, 2, 3….etc. It helps the researcher to be focused in looking at the theoretical literature pertained to the objectives of the study. Theoretical literature review may be organized either chronologically or according to themes.

2.2 Empirical Literature Review

It consists of the review of empirical data on the subject matter. The researchers in Disaster risk Management and Sustainable development /Climate change and Development/ livelihood and food security must refer to the reports by the government, Non-government organizations and donor agencies. These reports would benefit the researchers in updating themselves with what is happening in reality. Further, it would allow researcher to identify the gap between theory and practice. It includes comparing and contrasting of different interpretation on the same subject by different scholars. While doing the empirical literature review, researcher again should s relate the literature to each objective of the research.

Note: Literature review should have connection with the research topic. Simply compiling different readings and putting it together does not serve the purpose. Literature review means not only reviewing the related literature, but also applying the concepts reviewed to the research topic.

i) Research Gaps in the literature

After reviewing the related or aspects of literature the researcher should identify the gaps in it. For instance, a researcher intends to do research on climate change vulnerability. Imagine that the existing research so far has looked at the social aspects using limited indicators. Then a researcher may identify this gap and may come up with a new perspective i.e. a comprehensive approach through social, natural, financial, human capital to generalize the vulnerability of a given study area. That will become a value addition to existing literature. Research gasps can also be through additional analysis.

At the end of this chapter, identify the principal research questions to be addressed in the thesis. These will form the basis of your thesis in the subsequent chapter on Research Methodology. The literature review chapter must end with a reflective summary of the key point raised.

CHAPTER THREE: RESEARCH METHDOLOGY

The research methods or procedures section is really the heart of the research thesis/dissertation which form **Research Design**. The activities should be described with as much detail as possible, and the continuity between them should be apparent" (Wiersma, 1995, pp. 409). After collection of data, this section will constitute chapter three. Here, you present a realistic discussion of the specific steps used in conducting your study. It is important that you revisit your research questions or objectives before making any meaningful progress in this section.

3.1 Description of the study area

There is need to indicate where the study was done. Describe key characteristics of area (climate, geology, soils, land use, vegetation, socioeconomic activities, and population among others), linking them to the study. Indicate the geographical locality (e.g. ABC district is in west-central Ethiopia at a road distance of 335 km south of the regional state capital, Bahir Dar City, and 230 km northwest of the capital city of Ethiopia, Addis Ababa, in the Amhara Regional State at the edge of the canyon of the Blue Nile.) as well as the geographical co-ordinates). A locality map for the study area is desirable. Please note that also a brief description of one to one and half page for Master's degree, up to three pages or more for PhD is quite adequate; you would rather spend more effort in the scope of the study. TheResearch Design section usually comprises, but is not limited to, the following sub-sections:

3.2 Operational definition of variables

At this stage, you are expected to turn your objectives or questions into operational variables. For example, a student may have the following research objective:

'To assess if children who eat vegetables they grow faster than children who do not.'

This objective has the following variables that have to be operationalized:

Children in this study are defined in the study as boys and girls residing in Bahir Dar City aged between 0 and 59 months. NB: without this operational definition, anyone reading your study may take children as any boy or girl aged between 1 and 18 years.

Any edible green leaves will be taken as vegetables in the study. Anything else will not be considered as a vegetable. NB: This will restrict your readers from thinking about non- green vegetables as you go through the study.

Growth is measured in meters in terms of height. NB: this will help because growth can also be measured in terms of adding to one's weight and mentally.

Fast is any change on the children study taking place within 6 months. NB: this is important because the word fast is relative.

In essence, the student should clearly describe what is understood by each variable, what type of variable is being considered and the way its values are to be reported (quantitatively, when the variable is numerical and qualitatively, when the variables do not have numerical values). It is important to note that all research is plagued by the presence of confounding variables (the *noise* that covers up the information you would like to have). Confounding variables should be minimized by various kinds of *controls* or be estimated and taken into account by randomization processes (Guba, 1961). In this section, indicate the variables you controlled and how you controlled them. Your research notes details how all this can be done.

3.3 Research design

Research design is the logical structure of your research enquiry. The type of study and its design should be decided on the basis of its appropriateness to the objectives or research questions, the availability of resources and, in some cases, ethical considerations. You should be able to know the state of knowledge of your research problem. This will most likely guide you on the type of research questions you will ask and your type of design (See Table 3). Because of time and the nature of non-medical research, most of your studies will not fall under the category of experimental or quasi experimental studies. Furthermore, such types of studies are usually called interventional studies (where the researcher manipulates situations and measures the outcome of his manipulations).It follows without saying that the other types of research are non-interventional (where the researcher just observes and analyses situations but does not intervene).

Table 3: Types of Research Designs

State of knowledge of the problem	Type of research questions	Type of design
Knowing that a problem exists but knowing little about its characteristics	What is the nature of the problem? Who is affected? What do the affected think about the problem?	*Exploratory studies, or Descriptive studies,e.g.:* Descriptive case studies Cross-sectional surveys
Suspecting that certain factors contribute to the problem	Are certain factors indeed associated with the problem? (e.g., is grant allocation related to low income tax performance at local levels),Why is it happening?	*Analytical Studies, or Explanatory studies or Comparative studies, e.g.:* Cross-sectional comparative studies Analytic case studies
Having established that certain factors are associated with the problem: desiring to establish the extent to which a particular factor contributes to the problem.	What is the cause of the problem? Will the removal of a particular factor prevent	*Experimental or quasi-experimental studies,e.g.:* o Cohortstudies Case-experiment studies

3.4 Sampling Techniques

The target population for the research – the group to which the findings are applicable – should be defined, consistent with the Statement of the Problem and Objectives. In addition, the accessible population--the population from which the sample was actually be drawn--should be specified, and evidence, available or to be gathered, as to population validity should be discussed briefly. Procedures adopted in the selecting the sample should be outlined, including justification for the sampling method. The implications for the generalizability of findings from the sample to the accessible population and then to the target population should be addressed. If an entire population was studied, it should be carefully identified in this section.

The key reason for being concerned with sampling is that of *validity* – the extent to which the interpretations of the results of the study follow from the study itself and the extent to which results may be generalized to other situations with other people (Shavelson, 1988).

Sampling is critical to *external validity*--the extent to which findings of a study can be generalized to people or situations other than those observed in the study. To generalize validly the findings from a sample to some defined population requires that the sample has been drawn from that population according to one of several *probability* sampling plans. By a *probability sample* is meant that the probability of inclusion in the sample of any element in the population must be given *a priori*. All probability samples involve the idea of *random sampling* at some stage (ibid). In experimentation, two distinct steps are involved:

Random selection--participants included in the sample have been chosen at random from the same population. Define the population and indicate the sampling plan indetail.

Random assignment--participants for the sample have been assigned at random to one of the experimental conditions.

Another reason for being concerned with sampling is that of *internal validity*--the extent to which the outcomes of a study result from the variables that were manipulated, measured, or selected rather than from other variables not systematically treated. Without probability sampling, error estimates cannot be constructed (Shavelson, 1988). Perhaps the key word in sampling is *representative*. One must ask oneself, "How representative is the sample of the survey population (the group from which the sample is selected) and how representative is the survey population of the target population (the larger group to which we wish to generalize)?" When a sample is drawn out of convenience (a non-probability sample), rationale and limitations must be clearly provided. If available, outline the characteristics of the sample (by gender, race/ethnicity, socioeconomic status, or other relevant group membership).

It is encouraged that students be as realistic as is possible in this subsection. Given the need to balance time and costs, some sample sizes generated from statistical formulas tend to give a large number of respondents that students may not be able to handle within the short space of time allocated to them. In such a case, it may be worth considering the type of the target population that you are dealing with. For example, if your target population is homogenous, you may not benefit much from large numbers as you will most likely get the same information. Costs will instead exceed benefits. You may then justify what you may call your 'optimal sample size' based on such related arguments.

3.5 Data source and Data collection Techniques

Students must state the data sources (secondary and primary), describe and justify the procedures used (population survey, in-depth interviews, non-participant observation, focus group, content analysis etc. [See Table 4]), how and when the procedures were used and include as an appendix the instruments used to collect information (questionnaire, interview guide, observation recording form, guide for a focus group moderator, content analysis guide, others).

Table 4 Data collection Techniques

Data collection tech.	Advantage	Disadvantages
Using available information	Inexpensive, Permits examination of trends	Data not always easily accessible Information may be incomplete or imprecise
Observing	Permits tests of reliability of questionnaire responses, collections facts not mentioned in interviews,	Ethical issues concerning confidentiality arise, Observer bias, Presence of data collector may change subject's behavior
Administrating, written questionnaires	Less expensive, Permits anonymity & may result in more honest responses,	Cannot be used with illiterate respondents, Questions may be miss understood
Interviewing	Suitable for both literate and illiterate Permits clarification of questions, Has higher responsive rate	Presence of interviewer can influence responses

Procedures or techniques that are standardized and/or documented in the literature should be described briefly and bibliographic references should be given to sources where the details of these procedures and techniques can be found.

This section must describe in detail the procedures used to control the factors that undermine the validity and reliability of the results (controls for observers or persons responsible for compiling the information, and controls for the instruments). For secondary data, students have to describe their sources, content and quality so that it will be clear that the information used for the study is available. If use was made of historical, journalistic or other similar types of documentary sources, indication should be provided of the sources and techniques that were used to collect and analyze the information.

The thesis should include an appendix with a copy of the instruments to be used or the interview protocol to be followed. Also include sample items in the description of the instrument. For a mailed survey, identify steps to be taken in administering and following up the survey to obtain a high response rate.

3.6 Data Analysis

This section summarizes analyses done, including as appropriate, the specific statistical procedures, and alternatives to be used if they are necessary. In accordance with the proposed objectives and based on the types of variables, students should specify how the variables were measured and present them (quantitative and/or qualitative), indicating the analytical models and techniques (statistical, non-statistical, or analytical techniques for non-numeric data, etc.). The student should fill-in/complete the dummy tables (especially for variables that are presented numerically) designed at proposal stage. It is recommended that special attention be given to the key variables used in the statistical models. State, and label accurately, what procedures followed for data management, including data coding, monitoring, and verification (e.g., ANOVA, MANCOVA, ethnography, case study, grounded theory). This labeling is helpful in communicating your precise intentions to the reader, and it helps you and the reader to evaluate these intentions. Indicate briefly any analytic tools that utilized (e.g., SAS, SPSS, SYSTAT, STATA, Ethnograph, AQUAD among others). Provide a well thought-out rationale for your decision to use the design, methodology, and analyses selected.

Data analysis procedures, whether statistical or conceptual, should be discussed specifically for each hypothesis or question. General statements such as, "Analysis of variance will be used to analyze the data", are not acceptable. Careful identification of analyses prior to conducting the research is crucial; otherwise the student may use analyses that are inappropriate for the hypotheses, or may find himself / herself with data for which the adequate analytic tools are not available. Analyses other than those needed to test the stated hypotheses or answer the research questions may also be indicated here.

4. Structure of the Research Methodology Chapter

This Chapter is the soul of the entire Thesis/dissertation; the success and failure of findings depends upon it. The researcher can report his/her Research Design which is actually executed. This chapter could have following sections.

3.1 Description of the Study Area
3.2 Operational definition of Variables (Optional)
3.3 Research Design
3.4 Sampling techniques
3.5 Data source and Data collection Techniques
3.5.1 Primary Data Sources
3.5.2 Secondary Data Sources
3.6 Data Analysis

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Response rate

Before reporting findings from data analyses – especially when dealing with survey research – the response rate is often described. This allows readers to gauge how many instruments were distributed, how many were returned, and what the overall rate of response to the survey was. This section may be included as part of the introduction without a specific section heading.

4.2 Demographic data

Following the introduction, demographic information regarding the study population and sample is provided. This section provides readers with a picture of the demographic composition of the respondents. Information on household demographics such as household type, headship, composition, livelihoods, etc. are usually reported in this section. This section may be included with or without a specific section heading, although a heading is helpful to the readers. It is also helpful for the reader if some basic information accompanies the statistical results presented in the text.

4.3 Results and Discussion

The purpose of this section is to present the data of the study/research in a clear and meaningful way with appropriate discussion. The illustrations include tables, figures, photos and other forms of illustrations. Students are expected to describe the observations made and findings obtained. Students must avoid a mere transferring data from field note books or laboratory to manuscript without using appropriate statistical analysis tools and illustrations pertaining to the data.

Results are interpreted showing how they agree or disagree with earlier published work. Students need to understand that this is the most important part of the thesis/dissertation since students are expected to describe the meanings of observations made. The observations and findings must be compared with those of other researchers (there must be a link with chapter two). Principles, relationships and generalizations that come out of the results must be presented or discussed. The interpretation of observations and findings must point out exceptions or lack of contrast correlations. A detailed discussion of theoretical implications and practical applications of the results must be provided.

Note: This Section must be ordered according to your Research questions or Hypotheses mentioned in Chapter-1.

When reporting statistical results of data analyses (particularly inferential statistics) it is appropriate to include sufficient information in the table and accompanying text to permit the reader to corroborate the results of the analyses. Therefore, appropriate statistical symbols should be utilized to report these results. Within these statistical symbols are italicized. Words, rather than symbols, should be used in the narrative, while symbols may be used in tables and inside of parentheses within the narrative. For example, "The mean travel time of 3.25 for conventional bus users was higher than the mean travel time of 3.00 for commuters using mini-buses in the sample". Among the more commonly used statistical symbols are the following:

M=mean	*df*= degrees of freedom
SD =standard deviation	*t* = *t* statistic (tests)
f = frequency	*F* = Fisher's statistic (ANOVA)
p=probability	*r* = correlation coefficient (Pearson)
N, n=number	*X*2 = Chi-square statistic

Following components can guide you for writing this chapter:

a) Comprehensively answer the research questions
b) If hypotheses were formulated, they must be tested
c) Use appropriate statistical analysis and data presentation tools
d) Provide an overview of the significant findings of the study
e) Discuss the findings and compare them to existing research studies
f) Present implications of the study for education
g) Discussed the applications of your findings
h) Avoid sweeping statements (provide sufficient evidence)
i) Need to quantify e.g. quantify energy saved through recycling

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

The final part of your research work constitutes the conclusions and study recommendation. In general Chapter 5 has to have two major sections namely

i) Conclusions

ii) Study recommendation.

Conclusions and study recommendation sections are the soul of the entire thesis/dissertation. These section must be based the Research objectives, hypotheses or questions. You can divide your Conclusions section into sub-section based on Research objectives, hypotheses or questions. Again producing a bunch of Recommendations without any logic or link to the objectives, hypothesis or questions is not best practice; so your study implications must be problem solving, operational, focused and coherent in addressing research objectives and answering research questions or research hypotheses mentioned inChapter-1.

5.1 Conclusions

This section presents conclusions drawn from the discussion of findings and results (of the data analysis). Findings from the present study should provide the primary information for drawing conclusions. Frequently, conclusions provide answers to hypotheses or research questions posed in Chapter 1. While conclusions may be written in narrative form or listed one at a time, listing them one at a time is generally easier for readers to follow and helps maintain clarity of focus for each conclusion. An important observation regarding conclusions is in order:

Conclusions are not the same as findings and should not simply be restatements of findings from Chapter 4.

A conclusion should be broader and more encompassing than a specific finding, and several findings may be incorporated into one conclusion. While several findings may be used to support one conclusion, it is also possible that one finding might give rise to several conclusions (although this is somewhat less common). Generally, while specific findings are stated in the past tense (e.g., land developers expressed greatest satisfaction with the Land Lease Holding system of land delivery), conclusions are stated in the present tense (e.g., land developers are most satisfied with Land Lease Holding system of land delivery).

5.2 Study recommendation and further study

The final section of Chapter 5 contains study implications or recommendations that emerge from the results of the study.

- Are the summary, conclusions and study implications concisely and precisely stated?
- Are the conclusions and study implications justified by the data gathered?
- Does the study suggest related problems that need to be investigated?
- Are your study implications data-based and stem directly from the data and the conclusions?

Current literatures prefer and suggest using study implications instead of recommendation. This is because the researcher is not in a position to recommend government. Guiding questions are:

Generally, study implications are of two distinct types; study implications for action or practice (based on the study's findings and conclusions, and sometimes headed study implications from the Study or Recommendations for Practice), and Recommendations for Further Study. Frequently a separate section is included for each set of recommendations – each with an appropriate section heading.

Study implications are generally prescriptive in nature and address what could or should be done by practitioners or members of the intended audience in terms of professional practice and policy. These recommendations are based upon results of the study. Recommendations for further study without subsection/heading it contain suggestions regarding follow-up studies or replication studies. These recommendations usually acknowledge limitations or delimitations that the study included and which further studies could help explain or clarify. These might include different methodologies, expanded populations or samples, or changes in the instrument itself.

References

The last section should possess the reference section. The list of reference style should be as per the description of this document.

APPENDICES

Appendix 1: Stylistic Elements

1. Professional Writing

First person and sex-stereotyped forms are avoided. Material is presented in an unbiased and unemotional (e.g., no "feelings" about things), but not necessarily uninteresting, fashion.

2. Parallel Construction

Tense is kept parallel within and between sentences (as appropriate).

3. Sentence Structure

Sentence structure and punctuation are correct. Incomplete and run-on sentences are avoided.

4. Spelling and Word Usage

Spelling and use of words are appropriate. Words are capitalized and abbreviated correctly.

5. General Style

The document is neatly produced and reads well. The format for the document has been correctly followed.

……

Appendix – 2: Formatting

1. Submit a minimum of 50 page Thesis for Msc and 150 pages of dissertation excluding appendices; each chapter should be proportional as some students increased more literature than the results and discussion part.
2. Font Size-12
3. Font Type-Times New Roman
3. All sections of the paper should be typed on A-4 Size Paper.
4. Line Spacing should be 1.5line spaces.
5. Margins Set (left-1.5 inch, right-1 inch, top-1 inch and bottom – 1inch).
6. The beginning section must have page numbers in Roman like-I, II,III….while main body and the Appendices should have page numbers in decimal system like-1,2,3…..other than cover pages rest must have some page numbers.
7. Abstract:: maximum of 350 words for Masters and 500 words for PhD students.

Appendix – 3: Common Mistakes in Proposal Writing

1. Failure to provide the proper context to frame the research question.
2. Failure to delimit the boundary conditions for your research.
3. Failure to cite landmark studies.
4. Failure to accurately present the theoretical and empirical contributions by other researchers.
5. Failure to stay focused on the research question.
6. Failure to develop a coherent and persuasive argument for the proposed research.
7. Too much detail on minor issues, but not enough detail on major issues.
8. Too much rambling -- going "all over the map" without a clear sense of direction. (The best proposals/thesis move forward with ease and grace like a seamless river.)
9. Too many citation lapses and incorrect references.
1. Too long or too short narrations.
    2. Slopping writing.
    3. Avoid bullet points in the *Proposal and Thesis* leave it for final Thesis Defense PPT presentations.

Appendix – 4: Plagiarism

Plagiarism is a high sin in *academia*; as a researcher you are supposed to follow some ethical standards, rules and regulations. Guidelines for avoiding any case of Plagiarism are given below:

1. Ensure that your **Master's Thesis** is original, has not been published and has not been submitted for publication or for award of any degree elsewhere or in Bahir Dar University

2. If you are quoting more than 500 words from a published work in your Master's Thesis you need to submit a copy of permission obtained from the respective copyright holder.

3. If you are quoting a **Table** or a **Figure** or a **Photograph** in your thesis which is not result of your original fieldwork; it is must to cite original source of the item.

   If any modifications are made in original figure or table or photograph by you; it must be indicated: modified from 'name of author/organization' or after 'name of author/organization'.

4. All other quotations, reviewed literature, tables, figures, photographs etc. must be cited in proper "Harvard Style".

5. If any Table or Figure or Photograph is the result of your own field work; you must mention it as a source i.e.: *Field Survey, 2019 or Field Study,2019*

If one fails to follow above rules; there will be several serious consequences in form of termination, withdrawal of graduation degree, cancellation of Master's Thesis, etc, based on the severity of plagiarism.

Appendix – 5: References

A reference is the detailed bibliographic description of the item from which you gained your information. The reference is considered as body of the study and not in annex. In simple terms, this means the details of the items that you have used e.g. author, title, and date of publication. References are briefly cited within the text, and then given in full at the end of your work in a reference list. This guide is intended to provide you with advice on how to use the Harvard (author-date) system where you supply the author's name and the date of publication of the document referred to *within the text*. In order to find out more about the document a reader can simply look up the author's name in the reference list.

References are used to:

a) Enable the reader to locate the sources you have used;
b) Help support your arguments and provide your work with credibility;
c) Show the scope and breadth of your research;
d) Acknowledge the source of an argument or idea. Failure to do so could result in a charge of plagiarism.

There are really two parts to a reference citation. First, there is the way you cite the item in the text when you are discussing it. Second, there is the way you list the complete reference in the reference section in the back of the report.

Example

Reference Citations in the Text of Your Paper

Cited references appear in the text of your paper and are a way of giving credit to the source of the information or quote you have used in your paper. They generally consist of the following bits of information:

The author's last name, unless first initials are needed to distinguish between two authors with the same last name. If there are six or more authors, the first author is listed followed by the term, et al., and then the year of the publication is given in parenthesis. Year of publication in parenthesis. Page numbers are given with a quotation or when only a specific part of a source was used.

"To be or not to be" (Shakespeare, 1660).

One Work by One Author:

Rogers (1994) compared reaction times...

One Work by Multiple Authors:

Wasserstein, Zappulla, Rosen, Gerstman, and Rock (1994) [first time you cite in text]

Wasserstein et al. (1994) found [subsequent times you cite in text]

Reference List in Reference Section

There are a wide variety of reference citation formats. Before submitting any research report you should check to see which type of format is considered acceptable for that context. The References lists all the articles, books, and other sources used in the research and preparation of the paper and cited with a parenthetical (textual) citation in the text. These items are entered in alphabetical order according to the authors' last names; if a source does not have an author, alphabetize according to the first word of the title, disregarding the articles "a", "an", and "the" if they are the first word in the title.

Examples Book by One Author:

Jones, T. (1940).My life on the road. New York: Doubleday.

Book by Two Authors:

Williams, A., and Wilson, J. (1962).New ways with chicken. New York: Harcourt.

Book by Three or More Authors:

Smith, J., Jones, J., and Williams, S. (1976). Common names. Chicago: University of Chicago Press.

Book With No Given Author Or Editor:

Handbook of Korea (4th ed.). (1982). Seoul: Korean Overseas Information, Ministry of Culture & Information.

Two or More Books by the Same Author:

Oates, J.C. (1990). Because it is bitter, and because it is my heart. New York: Dutton.
Oates, J.C. (1993). Foxfire: Confessions of a girl gang. New York: Dutton.

Book by a Corporate (Group) Author:

President's Commission on Higher Education.(1977). Higher education for American democracy. Washington, D.C.: U.S. Government Printing Office.

Book with an Editor:

Bloom, H. (Ed.).(1988). James Joyce's Dubliners. New York: Chelsea House.

A Translation:

Dostoevsky, F. (1964).Crime and punishment (J. Coulson Trans.). New York: Norton. (Original work published 1866)

An Article or Reading in a Collection of Pieces by Several Authors (Anthology):

O'Connor, M.F. (1975). Everything that rises must converge. In J.R. Knott, Jr. & C.R. Raeske (Eds.), Mirrors: An introduction to literature (2nd ed., pp. 58-67). San Francisco: Canfield.

Edition of a Book:

Tortora, G.J., Funke, B.R., and Case, C.L. (1989). Microbiology: An introduction (3rd ed.). Redwood City, CA: Benjamin/Cummings.

Diagnostic and Statistical Manual of Mental Disorders:

American Psychiatric Association. (1994). Diagnostic and statistical manual of mental disorders (4th ed.). Washington, D.C.: Author.

A Work in Several Volumes:

Churchill, W.S. (1957). A history of the English speaking peoples: Vol. 3. The Age of Revolution. New York: Dodd, Mead.

Encyclopedia or Dictionary:

Cockrell, D. (1980). Beatles. In The new Grove dictionary of music and musicians (6th ed., Vol. 2, pp. 321-322). London: Macmillan.

Article from a Weekly Magazine:

Jones, W. (1970, August 14). Today's kids.Newseek, 76, 10-15.

Article from a Monthly Magazine:

Howe, I. (1968, September). James Baldwin: At ease in apocalypse. Harper's, 237, 92-100.

Article from a Newspaper:

Brody, J.E. (1976, October 10). Multiple cancers termed on increase. New York Times (national ed.). p. A37.

Article from A Scholarly Academic/ Professional Journal:

Amare ZY, Johnson O. Ayoade, Ibidun O. Adelekan and Zeleke.M.T. (2018). "Barriers to and determinants of the choice of crop management strategies to combat climate change in Dejen District, Nile Basin of Ethiopia."*Agriculture & Food Security* 7(1): 37.

Barber, B.K. (1994). Cultural, family, and personal contexts of parent-adolescent conflict. *Journal of Marriage and the Family*, 56, 375-386.

Government Publication:

U.S. Department of Labor. Bureau of Labor Statistics.(1980). Productivity. Washington, D.C.: U.S. Government Printing Office.

Pamphlet or Brochure:

Research and Training Center on Independent Living.(1993). Guidelines for reporting and writing about people with disabilities. (4th ed.) [Brochure]. Lawrence, KS: Author.

.....

Appendix – 6: Tables, Figures and Appendices

I. Tables

Any Tables should have a heading with 'Table #' (where # is the table number), followed by the title for the heading that describes concisely what is contained in the table. Tables and Figures are typed on separate sheets at the end of the paper after the References and before the Appendices. In the text you should put a reference where each Table or Figure should be inserted using this form:

Insert Table 1 about here

II. Figures

Figures are drawn on separate sheets at the end of the paper after the References and Tables, and before the Appendices. In the text you should put a reference where each Figure will be inserted using this form:

Insert Figure 1 about here

III. Appendices

Appendices should be used only when absolutely necessary. Generally, you will only use them for presentation of extensive measurement instruments, for detailed descriptions of the program or independent variable and for any relevant supporting documents which you don't include in the body. Even if you include such appendices, you should briefly describe the relevant material in the body and give an accurate citation to the appropriate appendix.

……

Appendix – 7: Recommended Reading

Armstrong, R. L., 1974. *Hypotheses: Why? When? How?* Phi Delta Kappan, 54, 213-214.

Creswell, J. W., 1994. *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.

Guba, E. G., 1961. *Elements of a Proposal.* Paper presented at the UCEA meeting, Chapel Hill, NC.

Fraenkel, J. R., and Wallen, N. E., 1990.*How to design and evaluate research in education.* New York: McGraw-Hill.

Kerlinger, F. N., 1979. *Behavioral research: A conceptual approach.* New York: Holt, Rinehart, & Winston.

Krathwohl, D. R., 1988. *How to prepare a research proposal: Guidelines for funding and dissertations in the social and behavioral sciences.* Syracuse, NY: Syracuse University Press.

Kothari.C.R. and Garg Gaurav2014. Research Methodology, Methods and techniques, 3rd ed.New Delhi: New age international (P) Limited, Publishers, New Delhi

Laws, K., 1995 *Preparing a Thesis or Dissertation Proposal.*University of Sydney.

Locke, L. F., Spirduso, W. W., & Silverman, S. J., 1987.*Proposals that work: A guide for planning dissertations and grant proposals (2nd ed.).* Newbury park, CA: Sage.

Marshall, C., and Rossman, G. B., 1989.*Designing qualitative research:* Newbury Park, CA: Sage.

Pajares, F., 2007.*The Elements of a Proposal.*Emory University.http://www.des.emory.edu/mfp/proposal.html

Shavelson, R. J., 1988. *Statistical reasoning for the behavioral sciences* (second edition). Boston: Allyn and Bacon.

Wiersma, W., 1995.*Research methods in education: An introduction* (Sixth edition). Boston: Allyn and Bacon.

Wilkinson, A. M., 1991. *The scientist's handbook for writing papers and dissertations. Englewood Cliffs,* NJ: Prentice Hall.

Appendix – 8: Declaration and Approval sheets---sample

Declarations

I …….. , Registration Number/I.D.Number…..... , do hereby declare that this thesis is my original work and that it has not been submitted partially; or in full, by any other person for an award of a degree in any other university/institution.

Name of student…….Signature……. Date…….

This thesis has been submitted for examination with my approval as institute supervisor.

Name of Major supervisor……Signature……. Date……

Name of Co- supervisor……Signature……. Date……

APPROVAL SHEET

The undersigned certify that they have read and hereby recommend to the to the Institute of Disaster Risk Management and Food Security Studies, Bahir Dar University, to accept the Thesis submitted by.....,

and entitled "……" ,in partial fulfillment of the requirements for the award of a Master's Degree in ------

Name of Major Supervisor …….…… Signature…….

Date……

Name of Co-Supervisor …….…… Signature…….

Date……

Name of Internal Examiner……. Signature……. ……..

Date……...

Name of External Examiner…….. Signature…….……..

Date……....

Name of Chairperson……. Signature…….

Date……. ……..