CATHOLIC UNIVERSITY OF GHANA, FIAPRE-SUNYANI

SCHOOL OF GRADUATE STUDIES (SGS)

GUIDELINES FOR PREPARATION AND SUBMISSION OF DISSERTATION/THESIS

March 2024

PRELIMINARY PAGES (INITIAL PAGES)

Title Page

The first page identifies the work as a thesis being submitted to a department in the Catholic University of Ghana, Fiapre-Sunyani, for the award of [NAME OF DEGREE]. The candidate's name, the full title of the thesis or other examinable work, and the month and year of submission are recorded on the title page. The order of the candidate's name is the first name, middle name (if any) and surname. The candidate's name should carry no prefixes such as Dr, Mr, Mrs. etc. A specimen of a title page is presented in **Appendix 1.**

Declaration

On the first page after the Table of Content, the certificate of authorship signed by the candidate certifying the original author of the thesis or other examinable work appears, stating: “I at this moment declare that this submission is my work and that to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma at the Catholic University of Ghana, Fiapre-Sunyani or any other educational institution, except where due acknowledgment is made in the thesis.” A specimen of a declaration page is presented in Appendix 2.

Acknowledgment

Where appropriate, a brief acknowledgment of any substantial assistance received shall be included on a separate page. The acknowledgment should list the names of the people, organisations or institutions that provided substantial assistance for the research and the type of assistance, which may relate, for example, to the following:

- Collection of data;
- Processing of the data, including the selection and use of particular
    - Statistical techniques;
    - Editing of the thesis;
    - Use of graphics in the thesis; and
    - Word processing of the thesis.

Funding for the research

Provision of facilities

If any of the assistance was provided for a fee, this fact should also be recorded.

Dedication

The dedication is a section where the author expresses their appreciation and recognition to specific individuals, groups, or institutions that have played a significant role in supporting and contributing to the completion of the thesis. It is a heartfelt acknowledgment of those who have provided encouragement, guidance, financial assistance, or any other form of support throughout the research and writing process.

The dedication section is typically located at the beginning of the thesis, just after the title page and before the abstract. It is a brief and concise message, usually one or two paragraphs long, expressing gratitude and recognising the people or entities involved. The content of the dedication is entirely up to the author, and they can choose to mention family members, mentors, friends, professors, colleagues, or any other individuals or organisations that have made a significant impact on their academic journey. Here is a simple example of a dedication in thesis format:

> *I dedicate this thesis to my loving parents, whose unwavering support and encouragement have been my pillar of strength throughout this journey. Their belief in my abilities and constant motivation inspired me to overcome challenges and pursue excellence.*
> *I would also like to express my gratitude to Rev. Fr. Prof. Peter Nkrumah Amponsah, my thesis advisor, whose guidance and expertise have been invaluable. His mentorship has shaped my research and enriched my understanding of the subject.*
> *Lastly, this work would not have been possible without the financial support from the Scholar Indexing Society. Thank you for believing in my potential and investing in my education.*

Remember that the dedication is a personal and heartfelt statement, so it should reflect the author's sincere appreciation and emotions towards the individuals or entities being acknowledged.

Table of Contents

PRELIMINARY PAGES (INITIAL PAGES) i

Declaration ii

Acknowledgement iii

Dedication iv

List of Illustrations viii

List of Figures ix

List of Tables x

List of Abbreviations xi

Abstract xii

CHAPTER ONE 1

INTRODUCTION 1

Background of the Study 2

Statement of the Problem 2

Objectives of the Study 4

Research Questions 5

General Objective 6

Specific objectives 7

Justification and Significance of the Study 8

The Organization of Study 9

Summary of Chapter 9

CHAPTER TWO 10

LITERATURE REVIEW 10

The Conceptual Framework/Theoretical Framework or both (as applicable) 12

Key Topics for First Specific Objective 12

Key Topics for Second Specific Objective 13

Key Topics for Third Specific Objective 13

Key Topics for Fourth Specific Objective 13

Gaps in Literature 13

Summary of Chapter 13

CHAPTER THREE 14

METHODOLOGY 14

A. Methodology for Collecting Quantitative Data 14
Background of the Study Area 14
Study Design and Type 14
Study Population 15
Sampling Technique and Sample Size 16
Study Variables 17
Data Collection Tool and Technique 17
Data Analysis 18
Limitation of the Study 19
Ethical Considerations 20
B. Methodology for Collecting Qualitative Data 21
C. Mixed Methods Designs 24
CHAPTER FOUR 27
RESULTS AND DISCUSSION 27
Presentation of Results 27
Demographic data 27
Heading that reflects the first objective 27
Heading that reflects the second objectives 27
Heading that reflects the third objectives 27
Discussion 28
Key topic for first specific objective 30
Key topic for second specific objective 30
CHAPTER FIVE 31
CONCLUSION AND RECOMMENDATIONS 31
Conclusion 31
In summary 31
Recommendations 31
OTHER COMPONENTS OF THE THESIS (BACK MATTERS) 34
References 34
APPENDIX 46
Appendix 2 – Specimen Declaration Page 48
Appendix 3 – Clarifying the differences between Theoretical and Conceptual Framework 49
Headings 50

Turnitin Report 54
Turnitin Receipt 60
PUBLISHING FROM THESIS, AUTHORSHIP PROTOCOLS AND GUIDES 61
DISSERTATION FORMATTING 63
Margins and Text Spacing 63
Font Type, Size and Style 63
Captions/Legends for Tables and Figures 63
Photographs 63
Pagination 63
Length of Thesis/Word Limits of Thesis 64
Binding of thesis for Assessment 64
Copies for final Submission and Repository Deposition (D-Space) 64
Labelling of Final Hard Copy 65
Binding Color 65
Paragraphing 65
Other Considerations 66
Further Reading 67
PROJECT TEMPLATE 68

List of Illustrations

In a thesis, the List of Illustrations is a section that provides a comprehensive list of all the figures, tables, charts, graphs, photographs, and other visual elements used in the document. The purpose of this list is to provide readers with an easy reference to locate specific illustrations within the thesis.

The List of Illustrations typically appears after the Table of Contents and before the main body of the thesis. It is organised in the order that the illustrations appear in the thesis, with each entry including the following information:

1. **Figure or Table Number:** A unique identifier is assigned to each illustration in the order they appear. For example, "Figure 1.1" or "Table 3.2".
2. **Caption:** A brief but descriptive title or caption that explains the content of the illustration. The caption should be concise and informative.
3. **Page Number:** The page number in the thesis where the illustration can be found.

The List of Illustrations helps readers navigate the thesis easily and quickly find the visual elements they are interested in without having to flip through the entire document. It is especially useful in lengthy theses with numerous figures and tables.

Here is an example of how the List of Illustrations might look:

List of Illustrations

LIST OF FIGURES

Figure 2 . 1: Conceptual Framework of the study 28

Figure 4.1: BaZ strengthens the relationship between capital adequacy and ROA..... 51

Figure 4.2: AOB strengthens the relationship between capital adequacy and ROA. .. 52

Figure 4.3: BaZ strengthens the relationship between capital adequacy and ROE. 53

Figure 4.4: AOB strengthens the relationship between capital adequacy and ROE.... 54

In Figure 2.1, replace Framework with Framework.

It is essential to format the List of Illustrations consistently according to the style guide or formatting requirements of the Catholic University of Ghana, Fiapre-Sunyani.

List of Figures

The "List of Figures" is a section that provides a comprehensive list of all the figures or illustrations included in the document, along with their corresponding page numbers. It serves as a helpful reference for readers, allowing them to locate specific figures within the text quickly. The List of Figures typically appears after the Table of Contents and before the List of Tables (if applicable).

Here is how a standard List of Figures is formatted in a thesis:

1. Heading: The section title "List of Figures" is centered and written in the same font and style as the rest of the document's headings.
2. Entries: Each figure or illustration included in the thesis is listed consecutively with a unique identifier (usually a number) and a descriptive caption. The caption should provide enough information to identify the figure without having to refer back to the main text. For example:
   Figure 1: Sample chart showing data trends.
   Figure 2: Photograph of the experimental setup.
   Figure 3: Diagram of the proposed model.
3. Page Numbers: The page number where each figure appears in the thesis is listed and aligned to the right.
4. Formatting: The list is generally presented as a two-column list to save space and improve readability, especially if there are many figures.
5. Consistency: The figure numbers and captions in the List of Figures should match those in the main body of the thesis. Ensure that you cross-check the figure numbers and captions to avoid discrepancies.
6. Pagination: Just like the Table of Contents, the List of Figures should have accurate page numbers that correspond to the actual locations of the figures in the thesis.

The purpose of the List of Figures is to help readers quickly navigate through your thesis, especially if they want to refer to specific figures without reading the entire document. It also enhances the overall organisation and professionalism of your work.

List of Tables

In the context of a thesis or dissertation, "List of Tables" refers to a section that provides an organised listing of all the tables included in your document. This list makes it easier for readers to locate and reference specific tables throughout the thesis. The List of Tables is typically found after the Table of Contents and before the List of Figures (if applicable).

Here is an example of how the List of Tables might look:

LIST OF TABLES

Table 3.1 Summary of the Indicators in the study 37

Table 4.1 Mean, Standard Deviation and Normality Results 39

Table 4.2: Correlation coefficients of the variables 41

Table 4.3 Collinearity Statistics 42

Table 4:4: Test for Heteroskedasticity 43

Table 4.5: The effect of capital adequacy on return on asset (ROA) 44

Table 4.6: The effect of capital adequacy on return on equity (ROE)........................... 46

Table 4.7: Moderating effect of BaZ and AOB on the relationship between capital adequacy and return on asset (ROA) 48

Table 4.8: Moderating effect of BaZ and AOB on the relationship between capital adequacy and return on equity 50

List of Abbreviations

It is common to include a list of abbreviations to provide explanations for abbreviations or acronyms used throughout the document. This list is typically placed after the Table of Contents and before the main text of the thesis. The purpose of the list of abbreviations is to ensure clarity for readers who may not be familiar with all the terms used in the thesis.

Here is an example of how the list of abbreviations might look:

List of Abbreviations

1. SIS – Scholar Indexing Society
2. DNA - Deoxyribonucleic Acid
3. GDP - Gross Domestic Product
4. ICT - Information and Communications Technology
5. MRI - Magnetic Resonance Imaging
6. NASA - National Aeronautics and Space Administration
7. PhD - Doctor of Philosophy
8. MPH – Master of Public Health
9. MPhil – Master of Philosophy
10. MBA - Master of Business Administration
11. MSc – Master of Science
12. PGDE – Postgraduate Diploma in Education
13. VC – Vice Chancellor

You should include all abbreviations used in your thesis along with their full forms or meanings in alphabetical order. It is important to be consistent in the use of abbreviations throughout the thesis and make sure to define any abbreviation not commonly known to the general audience.

Abstract

The thesis should contain one paragraph Abstract (single spacing) not exceeding two (2) pages for a Doctoral thesis and one (1) for a Master thesis. The Abstract is a summary of the thesis comprising the purpose of the study, research approach, research design employed, population of the study, sample size and sampling technique(s) adopted, data collection instrument, validity and reliability (trustworthiness if it is qualitative), statistics used for analysis (mean, frequency, t-test, etc.), some key findings to the research questions/research objectives/hypotheses, and some recommendations.

The abstract must be **brief, concise and specific, covering a brief background, main objective, study location, methods, results, and conclusion/recommendations**. It means that each sentence must be maximally informative; use digits for all numbers except those that begin a sentence; abbreviate where necessary but must be explained on first use in the abstract.

Moreover, the author should write in clear and vigorous **prose**, in **active voice**, in the **present tense** to describe conclusions; use the **past tense** to describe results and specific variables manipulated or tests applied and procedures followed; use the **third person** as much as possible.

Note: Students should use Roman numerals "i, ii, iii, iv…." when assigning page numbers to the initial pages, as shown above, until the body of the thesis begins.

CHAPTER ONE

INTRODUCTION

Chapter One of a thesis should normally begin with a general introduction, which presents an overview of the purpose and significance of the study. The introduction should show why the topic selected is worth investigating. The general introduction should be interesting and must tell the direction of the research; this will normally be done with reference to the existing research knowledge, identifying areas that have not been explored and the gaps that need to be explored or filled by the investigation or where new research findings justify a reconsideration of established knowledge.

The research problem(s) that need(s) solving or investigating should be correctly and precisely defined. Without a clearly defined problem and a strong theoretical grounding, the thesis is fundamentally flawed from the outset. The research problem(s) can be stated in a question form, with sub-questions, if possible. The general introduction should propose a solution to this problem. This response should make explicit the objectives of the research and not simply state an intention to explore or discuss. The study should be based on a well-defined hypothesis, research, questions and specific objectives, which should be clearly stated.

Thus, the introduction must answer the following:
What?
Give the background of what you want to do
Don't assume the reader would be familiar with the topic

Why?
Give reasons why this study should be done –Rationale
What is the topic, and why is it important?
How?
Objectives - What do you want to achieve in this study?

Background of the Study

The "Background of the Study" is a section that provides essential information to give readers context and understanding of the research problem, the significance of the study, and the overall purpose of the thesis. It is usually one of the first sections in a thesis and serves as a bridge between the abstract and the rest of the thesis chapters.

The "Background of the Study" section typically includes the following elements:

Statement of the Problem

The "Problem Statement" is a critical section that provides a clear and concise description of the main issue or challenges that the research aims to address. It is usually included in the introduction or the early sections of the thesis to give readers an understanding of the specific problem the study seeks to investigate and potentially solve. The problem statement should be well-defined, focused, and relevant to the field of study.

When crafting the Problem Statement, consider the following elements:

Clear Description: Clearly articulate the problem or issue that the research aims to investigate. Use precise language to avoid ambiguity and ensure that the reader understands the exact nature of the problem.

Scope and Boundaries: Define the scope of the problem. Indicate the specific aspects or dimensions of the problem that the study will cover and any limitations or boundaries that may exist.

Significance: Explain why the problem is important and relevant to the field of study or the broader context. Highlight the potential implications of solving the problem or gaining insights into it.

Gap in Knowledge: Identify any existing gaps in the current knowledge or literature related to the problem; this demonstrates the originality and contribution of your research to the field.

Target Audience: Consider the target audience of your thesis and ensure that the problem statement is tailored to their understanding and interests.

Here is an example of a problem statement for a fictional thesis on renewable energy:

> *The increasing global energy demand, coupled with environmental concerns and depleting fossil fuel reserves, has led to a pressing need for sustainable and renewable energy sources. While renewable energy technologies, such as solar and wind power, have witnessed substantial advancements, efficient integration and management of these sources into existing power grids remain a challenging task. The lack of robust strategies for grid integration often results in energy wastage, transmission losses, and unstable power supply. Furthermore, the intermittent nature of renewable sources poses additional complications for grid stability. This study aims to investigate innovative approaches for optimizing the integration of renewable energy into the power grid, ensuring reliability, cost-effectiveness, and reduced environmental impact. By addressing these challenges, the research seeks to contribute to the advancement of sustainable energy solutions and facilitate the transition towards a greener and more resilient energy infrastructure.*

Remember, the problem statement sets the stage for the rest of your thesis and helps the reader understand the purpose and significance of your research. It should be concise, well-articulated, and capture the essence of the issue you are addressing in your study.

Objectives of the Study

The objectives of the study refer to the specific goals or aims that the researcher intends to achieve through their research. These objectives serve as a roadmap for the study and help to guide the research process. Generally, the objectives should be clear, concise, and measurable, allowing the researcher to assess the success of the study based on whether these objectives have been met.

When formulating the objectives of a study in a thesis format, consider the following guidelines:

1. **Clarity:** The objectives should be well-defined and unambiguous. Clearly state what you aim to achieve through your research.
2. **Relevance:** Ensure that the objectives are relevant to the research problem or question you are addressing. They should directly contribute to answering the research question or fulfilling the purpose of the study.
3. **Specificity:** Each objective should focus on a specific aspect of the research. Avoid vague or broad objectives that could lead to confusion or lack of direction.
4. **Measurability:** The objectives should be measurable and verifiable; this means that you should be able to assess whether you have achieved the objectives through the data you collect and the analysis you conduct.
5. **Feasibility:** Consider the practicality and feasibility of achieving the objectives within the scope and limitations of your study. Unrealistic objectives may hinder the progress of your research.

6. **Hierarchical structure:** If your research has multiple levels of objectives, hierarchically arrange them, with the main overarching objective followed by specific sub-objectives.

By clearly outlining the objectives in the thesis, the researcher can stay focused on the research goals and ensure that the study contributes meaningfully to the existing body of knowledge on the subject.

Research Questions

The research questions are crucial elements that guide the entire research process and help focus the study's objectives. They define the specific issues or topics the thesis aims to investigate, explore, or answer. Research questions are essential because they provide clarity on what the thesis seeks to accomplish and provide a framework for data collection, analysis, and interpretation. Here is a general format and some guidelines for crafting research questions in a thesis:

1. **Clear and Concise Language**: Research questions should be written clearly and straightforwardly, avoiding ambiguous language or complex sentence structures.
2. **Focused and Specific**: Each research question should address a single, focused issue. Avoid broad or vague questions that may be difficult to answer effectively.
3. **Relevance to the Topic**: Ensure that your research questions are directly related to the thesis's main topic or research area.
4. **Feasibility**: Consider the resources available and the scope of your thesis. The research questions should be feasible to answer within the given time frame and resources.
5. **Objective and Neutral**: Research questions should be impartial and not lead to biased conclusions. Avoid phrasing questions in a way that favours a particular outcome.
6. **Quantifiable (if applicable)**: Depending on your research design, some questions may require quantifiable measures to be answered effectively.

Typically, research questions are structured in a question form coinciding with the objectives, ranging from three to five questions, depending on the thesis's complexity. Here is an example of a research question in a thesis format:

1. What ecological consequences do climate change have on coastal ecosystems?
2. What is the relationship between the physical-chemical parameters of seawater and climate-induced changes in coastal ecosystems?

The research questions in a thesis will determine the research methodology, data collection, analysis, and discussion of findings, so careful consideration and refinement of these questions are essential for a successful thesis project.

Qualitative research questions should:

- Begin with “why, “how,” or what
- Focus on a single phenomenon or concept
- Use exploratory verbs like discover, describe, explore, etc.
- Avoid directional words such as "affect" or "impact."

General Objective

The general objective of a research study, including a thesis, is the primary and overarching goal that the researcher aims to achieve through their investigation. It represents the main purpose or intent of the study and provides a clear direction for the entire research process. The general objective is usually broader in scope and does not go into specific details like the specific objectives.

Here is an example:

Title: "Exploring the Impact of Climate Change on Coastal Ecosystems in Region X."

General Objective: The general objective of this study is to assess the effects of climate change on the biodiversity and ecological dynamics of coastal ecosystems in Region X and to propose potential adaptation strategies for sustainable environmental management.

Specific objectives

Specific objectives in a research study, including a thesis, are the individual, concrete goals or aims that contribute to achieving the general objective. Unlike the general objective, specific objectives should be SMART, i.e., specific, measurable, achievable, realistic, and time-bound. They break down the main purpose of the study into smaller, manageable components, outlining the steps or tasks necessary to accomplish the overall research goal.

Specific Objectives:

1. To examine the ecological consequences of climate change on coastal ecosystems.
2. To analyse the physical-chemical parameters of seawater for potential correlations with climate-induced changes in coastal ecosystems.
3. To assess the perceptions and experiences of local communities and stakeholders regarding the impact of climate change on coastal resources.
4. To develop a set of adaptation strategies and management recommendations to enhance the resilience of coastal ecosystems to climate change effects.

In the examples, the specific objectives clearly outline the tasks that the researcher will undertake to achieve the general objective. Each specific objective contributes to the overall goal of assessing the impact of climate change on coastal ecosystems in Region X and proposing adaptation strategies for sustainable management. By following these specific objectives, the researcher can systematically address various aspects of the research topic and draw meaningful conclusions from the study. Objectives direct the research questions, hypotheses and questionnaire.

Justification and Significance of the Study

The "Justification of the Study" is a critical section that explains the reasons and rationale behind undertaking the research. It outlines the significance and relevance of the study and clarifies why the chosen topic is worth investigating. This section helps readers understand the purpose of the research and its potential contributions to the field of study. Here are the key elements typically included in the Justification of the Study:

1. **Importance of the Research Topic:** Start by explaining the significance of the research topic. Discuss its relevance to the academic field, real-world applications, or social implications. Highlight any existing gaps in knowledge or areas where further investigation is necessary.
2. Point out the **timeliness**. Present data that show how often the problem occurs and how costly it can be.
3. **Policy, Practical or Theoretical Contributions:** Explain how your research will provide valuable contributions. It could be through the development of new theories, insights, methodologies, practical applications, or policy recommendations.
    - **Potential Benefits:** Discuss the potential benefits of your research to various stakeholders, such as the academic community, industry, policymakers, or society at large. Explain how your findings may lead to positive changes or improvements.

- **Relevance to Previous Studies:** Relate your research to previous studies in the field and emphasize how your study builds upon or extends existing research. Highlight any differences in methodologies or scope that set your research apart.

Overall, the Justification of the Study serves as a convincing argument for the significance and relevance of your research, making a case for why your thesis is worth pursuing and how it will contribute to the field.

The Organization of Study

Organization of the Thesis: Briefly outline the structure of the entire thesis, mentioning what each chapter or section will cover.

Summary of Chapter

The purpose of a chapter summary is to give readers a brief overview of the main points or a highly condensed version of what has been covered in a particular chapter of the thesis.

CHAPTER TWO

LITERATURE REVIEW

Purpose: (a) offers a sense of context for readers – how your research fits into the cumulative science, gaps in previous research and needs that this study fills; (b) shows readers where you got your information; (c) provides readers with information that will help them understand the study, and (d) lets them assess how current it is and how reliable it might be.

> **It is an overview of what has been studied, argued, and established about a given topic and highlights where the weaknesses, gaps, or areas needing further study are. A good review should demonstrate why your research is useful, important, or valid. Review issues and aspects of the study that specifically relate to the questions/specific objectives you seek to answer. Organize and present the information obtained in terms of their overall relationship to your research/study.**

It is called a Literature Review because the contents of this chapter should be based on the most relevant and latest information/literature relating to the field of study and involve conceptual and theoretical reviews and empirical reviews. The purpose is to summarize, evaluate and compare the main developments and current discussions in the field, which are specifically relevant to the subject of research embodied in the thesis. It should also aim at identifying ways to address these issues with the present research programme.

Every statement that goes beyond basic textbook, electronic knowledge, or common knowledge needs to be supported by an appropriate reference. The literature review should recap, appraise and match the major changes in the related field to the research subject that would form the thesis. Key papers should be identified instead of quoting from those that only contribute to the student's field of study in a minor way. Those not read should not be quoted. The number of relevant papers to include is a matter of judgment, depending on the field.

Students should avoid plagiarism (**See “Plagiarism Test for Theses” of the Graduate Handbook**), which occurs when a writer uses words, phrases or passages from someone else’s work and presents them verbatim as his/her own without providing complete documentation or source of the citation. A student could be guilty of plagiarism if he/she copies a whole paragraph from a writer despite acknowledging the source. It is a serious and punishable offense in research project reporting. Sanctions could include but are not limited to, penalties, suspension, and even expulsion from the university. Certificates of students shall be revoked if this is detected and proved after the student has graduated from the university. Research students, therefore, need to develop and respect ethical values, including the unacceptability of plagiarism and falsifying results to make them appear more satisfactory.

All aspects that lead to the work must be integrated without losing sight of the focus. For example, candidates can incorporate one or two relevant schemes and diagrams in the literature review. However, one should avoid expansion into topics that are not directly related to the research. Similarly, one should not reproduce textbook pictures, proofs, derivations, etc., without sources of citation. Concepts crucial for the proper understanding and appreciation of the questions addressed, the techniques applied, and the results obtained should be clearly explained. The literature review thus describes and analyses previous research on the topic and should not merely string together what other researchers have found. One should state the origin of the problem, what is already known about it, and the other methods applied to solve it. When gaps are identified, they should be discussed, and the body of knowledge analysed to determine what is known and not known about the topic. What is not known should inform the objectives of the study.

It is paramount to stress that the theoretical framework or conceptual framework that guides the study should be made an essential part of the literature review. Please refer to Appendix 3 to clarify the differences between the Theoretical Framework and Conceptual Framework.

The Conceptual Framework/Theoretical Framework or both (as applicable)

The Section deals with theories and research that have led you to make your hypothesis or research question (theoretical framework). Introduce the theoretical framework that underpins the research. This involves explaining the relevant theories, concepts, or models that guide the study.

The conceptual framework refers to a schematic or visual representation of the key concepts, theories, ideas, or variables that guide and inform your research. It helps to illustrate the theoretical foundation upon which your thesis is built and establishes the relationships between different variables or elements that you are investigating.

The Literature Review also consists of a scholarly review of earlier works pertinent to the specific issue and not works of only tangential or general significance. In the review of empirical studies, avoid nonessential details and emphasise pertinent findings, relevant methodological issues and major conclusions. Organise the literature by reconciling and synthesizing material, i.e., build the material as an argument, not just a list of findings.

In summary:

- **Organize review in sections using appropriate subheadings**
- **Ideas should organize in sections**
- **There must be a logical flow**
- **The reader should not be left 'hanging' at the end.**
- **A logical conclusion is needed**
- **Every reference should be credible and relevant to the work**

Key Topics for First Specific Objective

Key Topics for Second Specific Objective

Key Topics for Third Specific Objective

Key Topics for Fourth Specific Objective

Gaps in Literature

After the exploration and analysis of the literature, the researcher should be able to identify a knowledge gap, what is missing, the area that has not yet been explored or is under-explored or unclear in the literature that the researcher wants to investigate.

Summary of Chapter

The chapter summary is a section that provides a concise overview of the main points and findings of each chapter. It serves as a roadmap for the reader, giving them an understanding of what each chapter covers without having to read the entire thesis. The chapter summary typically concludes one chapter and introduces the next.

CHAPTER THREE

METHODOLOGY

This chapter outlines the design adopted for the study, explains the methods employed to select the sample, discusses the tools used to collect quantitative and qualitative data, and traces the steps taken to screen, combine, and reduce the quantitative data in preparation for a testing and validation of the theoretical model.

A. Methodology for Collecting Quantitative Data

Background of the Study Area

The "Background of the Study Area" in a thesis refers to the introductory section where you provide context and relevant information about the specific area the study is being carried out or the subject matter of your research.

Study Design and Type

In the context of a thesis, "Study Design and Type" refers to a section or component within the thesis document where you provide a detailed explanation of the research design and the type of study conducted for your research. This section is essential as it helps readers understand the methodology you employed to investigate your research question and collect data.

The "Study Design" encompasses the overall plan and structure of your research, including the strategies and procedures you used to gather and analyze data. It is crucial to outline the study design clearly to ensure the credibility and replicability of your research. Some common types of study designs include:

1. Experimental Design: In this design, researchers manipulate one or more independent variables to observe their effects on dependent variables. Randomized controlled trials (RCTs) are a common type of experimental design.
2. Observational Design: In observational studies, researchers observe and collect data without intervening or manipulating any variables. This design is useful for studying naturally occurring phenomena or when ethical constraints prevent experimental manipulation.

3. Case Study: A case study involves an in-depth examination of a specific individual, group, or organization. It aims to gain a comprehensive understanding of a particular subject or phenomenon.
4. Cross-sectional Design: In a cross-sectional study, data are collected at a single point in time, providing a snapshot of the population at that moment. It is useful for analyzing relationships between variables at a specific time.
5. Longitudinal Design: In contrast to cross-sectional design, a longitudinal study collects data over an extended period to study changes and developments over time.
6. Mixed-Methods Design: This design combines qualitative and quantitative research methods to gain a more comprehensive understanding of the research topic.

In the "Type" part of the section, you would specify the primary nature of your research. For example:

- Descriptive research: Describing characteristics or behaviors of a population or phenomenon.
- Exploratory research: Investigating a research question preliminarily to gain insights and generate hypotheses.
- Correlational research: Examining the relationship between two or more variables without manipulating them.
- Explanatory research: Seeking to identify causal relationships between variables.

Study Population

In a thesis, the term "Study Population" refers to the group of individuals or subjects that the researcher has chosen to study and collect data from for the research. This group represents the target population that the researcher aims to draw conclusions about or generalize the findings to. The "Study Population" section in a thesis typically provides important details about the participants, including:

1. Inclusion criteria: The specific characteristics or criteria used to determine who is eligible to be part of the study. For example, age range, gender, medical condition, or other relevant attributes.

2. Exclusion criteria: The characteristics that would disqualify individuals from being part of the study. These criteria help ensure that the sample is representative of the intended population.
3. Recruitment process: The strategies or procedures used to invite or enroll participants in the study. This may involve contacting potential participants, explaining the study's purpose, and obtaining informed consent.
4. Demographic information: Relevant demographic characteristics of the study population, such as age, gender, ethnicity, educational background, etc.
5. Setting: The location or context in which the study was conducted (e.g., a hospital, school, community centre, online platform, etc.).
6. Any other relevant information about the study population that could impact the research or its generalizability.

It is essential for researchers to clearly define and describe the study population in their thesis to ensure transparency and enable readers to understand the scope and limitations of the study. Additionally, a well-defined study population allows other researchers to replicate the study and compare their findings.

Sampling Technique and Sample Size

The "Sampling Technique and Sample Size" section is a crucial part of the research methodology chapter. It explains how the researcher selected the participants (sample) for their study and the rationale behind the chosen sample size.

1. Sampling method: The technique used to select participants from the target population. Common sampling methods include random sampling, stratified sampling, convenience sampling, snowball etc.
2. Sample size: The number of participants in the study population. The sample size should be appropriate to achieve meaningful results and statistical significance. The sample size should be determined objectively using the appropriate formula.

This section is essential because it determines the generalizability and reliability of the study's findings.

Study Variables

In the context of a thesis, "Study Variables" refer to the factors, characteristics, or elements that are being investigated and measured in your research study. These variables are the key components of your research and play a crucial role in addressing your research questions or objectives.

There are two main types of variables:

1. Independent Variables (IV): These are the factors that the researcher manipulates or selects to examine their effect on other variables. The independent variables are the presumed causes or predictors in the study. For example, in a study investigating the impact of different study techniques on exam scores, the independent variable is the study techniques, such as reading, summarizing, or using flashcards etc.
2. Dependent Variables (DV): These are the outcomes or responses that the researcher measures or observes to assess the effect of the independent variables. The dependent variables are the presumed effects or results of the study. In the example above, the dependent variable would be the exam scores, which are influenced by the different study techniques (independent variables).

It is important to clearly define and operationalize the study variables in a thesis to ensure the research is focused and well-structured. Researchers must also consider potential confounding variables, which are other factors that might influence the dependent variable but are not the main focus of the study. Controlling for confounding variables helps establish a more robust relationship between the independent and dependent variables. When presenting the study variables in the thesis format, researchers typically include a section called "Variables" or "Study Variables." This section provides a clear and concise explanation of each variable, including how they are defined, measured, and related to the research questions or hypotheses. Additionally, the section may discuss any potential confounding variables and how they will be addressed in the study.

Data Collection Tool and Technique

Data collection is a crucial component of research methodology. The data collection tools and techniques you choose should align with your research objectives and the nature of the data you need to collect.

Data Analysis

Data analysis is the process of inspecting, cleaning, transforming, and interpreting data to extract useful information and insights. It is a crucial step in understanding patterns, trends, and relationships within the data, enabling informed decision-making and problem-solving. Data analysis is widely used in various fields, including business, science, social sciences, finance, healthcare, and many others.

The data analysis process typically involves the following steps:

1. **Data Collection:** Gathering relevant data from various sources, such as databases, surveys, sensors, or web scraping.
2. **Data Cleaning:** Ensuring the data is accurate, complete, and consistent. This involves handling missing values, removing duplicates, and correcting errors.
3. **Data Exploration:** Examining the data using summary statistics, data visualization, and other exploratory techniques to understand its characteristics and potential patterns.
4. **Data Pre-processing:** Transforming the data into a suitable format for analysis. This step may include normalization, standardization, and feature engineering.
5. **Data Analysis Techniques:** Applying various statistical and machine learning methods to gain insights from the data. Common techniques include regression, correlations, classification, clustering, time series analysis, and more.
6. **Interpretation of Results:** Analyzing the output of the data analysis to draw meaningful conclusions and make data-driven decisions.
7. **Visualization:** Representing the results through tables, charts, graphs, and other visualizations to communicate findings effectively.
8. **Validation and Testing:** Checking the validity and accuracy of the analysis through cross-validation and testing on new data if applicable.
9. **Reporting and Presentation:** Summarizing the analysis process, results, and insights clearly and understandably for stakeholders or audiences.

Some common tools used for data analysis include programming languages like Python or R, statistical software such as SPSS or SAS, and data visualization tools like Tableau or Power BI.

Data analysis is a versatile skill and plays a crucial role in solving complex problems, identifying trends, making predictions, and supporting evidence-based decision-making in various domains.

Limitation of the Study

The "Limitation of the Study" refers to a section where the researcher identifies and acknowledges the shortcomings, restrictions, and boundaries of their research. It is an essential part of the thesis that demonstrates the researcher's honesty and transparency about the study's potential weaknesses, which helps to maintain the credibility and validity of the research.

The "Limitation of the Study" section typically highlights the factors that may have affected the study's design, data collection, analysis, and generalizability of the findings. Some common limitations include:

1. **Sample size and representativeness:** If the sample size used in the research is small or not fully representative of the target population, the findings may have limited generalizability to a broader population.
2. **Data collection methods:** The accuracy and reliability of the results may be affected if the data collection methods are flawed or insufficiently rigorous.
3. **Time constraints:** Time limitations can impact the scope and depth of the research, leading to potential gaps in the analysis.
4. **Access to information:** If the researcher had limited access to certain data or information, it could affect the comprehensiveness of the study.
5. **Confounding variables:** The presence of uncontrolled or unidentified confounding variables may weaken the cause-and-effect relationships established in the study.
6. **Measurement issues:** Any inaccuracies or limitations in the measurement tools or instruments used to gather data can affect the validity of the results.
7. **Bias and subjectivity:** Researchers might have their own biases or interpretations that can influence the findings or conclusions.
8. **External validity:** The extent to which the results can be generalized beyond the specific context of the study may be limited.

It's important to remember that limitations are not meant to undermine the research but rather to provide a clear picture of the study's boundaries. By acknowledging the limitations, researchers show that they are aware of the potential flaws in their work and encourage other scholars to address those issues in future research. This level of self-awareness and critical evaluation contributes to the overall academic integrity of the thesis.

Ethical Considerations

Ethical considerations refer to the principles and guidelines that researchers must adhere to when conducting their studies involving human subjects, animals, or sensitive data. Ethical considerations are essential to ensure that the research is conducted with integrity, respect for individuals' rights and well-being, and adherence to established ethical norms in the field of study.

The ethical considerations in thesis writing typically include:

1. **Informed Consent:** Researchers must obtain informed consent from participants before involving them in the study. Participants should be fully aware of the research objectives, procedures, potential risks, and benefits, and they should have the right to withdraw from the study at any time without consequences.

2. **Confidentiality and Anonymity:** Researchers should protect the privacy and confidentiality of the participants. Personal identifiers should be removed or anonymized in the thesis to ensure that individual participants cannot be identified.

3. **Protection of Vulnerable Populations:** If the research involves vulnerable populations such as children, pregnant women, prisoners, or individuals with cognitive impairments, extra care must be taken to ensure their safety and well-being.

4. **Avoiding Harm:** Researchers should avoid causing physical, emotional, or psychological harm to the participants. The potential risks of the study should be minimized, and the benefits should outweigh any potential harm.

5. **Integrity in Data Collection and Reporting:** Researchers must ensure the accuracy and honesty in data collection, analysis, and reporting of the results. Any potential conflicts of interest should be disclosed.

6. **Animal Research:** If the research involves animal subjects, researchers should follow ethical guidelines for animal welfare and consider alternatives to minimize animal use and suffering.

7. **Institutional Review Board (IRB) Approval:** Depending on the research context and the institution, researchers might need to obtain approval from an ethics review board before conducting the study.

8. **Attribution and Plagiarism:** Researchers should give proper credit to the work of others and avoid plagiarism or any form of academic dishonesty.

Addressing ethical considerations in a thesis is not only a moral responsibility but also critical for the credibility and validity of the research. Failure to meet ethical standards can lead to serious consequences, such as rejection of the thesis, damage to the researcher's reputation, or even legal issues. Therefore, thesis writers need to consider and incorporate ethical principles throughout their research process carefully.

B. Methodology for Collecting Qualitative Data

Chapter: Methodology for Collecting Qualitative Data

1. **Introduction**

    - Start with an overview that sets the stage for your qualitative research approach. Highlight the importance of qualitative methods in achieving the depth and detail needed to answer your research questions. Briefly mention the chosen methodology and its relevance to your study's objectives.

2. **Research Design and Rationale**

    - Elaborate on the qualitative research design you have selected (e.g., ethnography, narrative research, case study, phenomenology, grounded theory). Discuss the design's key characteristics and how it facilitates a deeper understanding of the research problem.

    - Provide a rationale for choosing this design, linking it directly to your research questions and objectives. Explain how it enables you to capture the complexity of the phenomenon under investigation.

3. **Research Questions**

- List your research questions clearly and concisely. Discuss how these questions are designed to explore the research problem from a qualitative perspective, allowing for in-depth exploration of experiences, meanings, and processes.

4. **Context of the Study**

- Describe the setting or context in which your research is conducted, providing details that are critical for understanding the environment and its participants. This may include geographical, cultural, social, or institutional contexts.

5. **Participant Selection and Sampling**

- Detail the process for selecting participants, including the criteria used for inclusion and exclusion. Describe the sampling strategy (e.g., purposive, convenience, snowball) and justify why it is appropriate for your study.
- Explain the recruitment process, how participants were approached, and the steps taken to ensure ethical practices, such as obtaining informed consent and ensuring participant confidentiality.

6. **Data Collection Methods**

- For each data collection method (e.g., semi-structured interviews, focus group discussion, participant observation, document analysis), provide a thorough description of how it was conducted.
- Discuss the development of any data collection instruments, such as interview guides or observation checklists. Explain how these instruments were tailored to capture the information relevant to your research questions.
- Highlight the flexibility and adaptability of your data collection process, including how you ensured a rich and comprehensive data set.

7. **Data Management and Organization**

- Describe the procedures for managing and organizing the collected data, including transcription processes, anonymization of data, and coding practices. Mention any software used for data management and analysis.

- Explain how you ensured the reliability and accuracy of the data, including any measures taken to verify the information provided by participants.

8. **Ethical Considerations**

   - Elaborate on the ethical considerations specific to your research, including the measures taken to protect participants' rights and well-being. Detail the process of obtaining informed consent, ensuring anonymity and confidentiality, and addressing any potential risks to participants.
   - Mention any ethical approvals obtained from institutional review boards or ethics committees.

9. **Pilot Study** (if applicable)

   - If a pilot study was conducted, describe its scope, methodology, and findings. Discuss how the pilot study informed the final design of your data collection methods and instruments, including any modifications made.

10. **Data Analysis Plan**

    - Provide a detailed description of your analytical approach, such as thematic analysis, narrative analysis, or grounded theory coding. Outline the steps of your analysis process, including initial coding, theme development, and interpretation of findings.
    - Discuss how you ensured rigor and trustworthiness in your analysis, such as through triangulation, member checking, or reflexivity.

11. **Limitations of the Methodology**

    - Acknowledge any limitations of your methodology, including challenges in data collection, potential biases, and limitations in sample size or scope. Discuss how these limitations were addressed or how they may impact the interpretation of your findings.

12. **Summary**

- Conclude the methodology chapter with a summary that reiterates the fit between your qualitative approach and the research objectives. Emphasize the strengths of your methodology in providing insightful and nuanced answers to your research questions.

C. Mixed Methods Designs

These are four of the most common mixed methods designs:

Convergent parallel: Quantitative and qualitative data are collected at the same time and analysed separately. After both analyses are complete, compare your results to draw overall conclusions.

Embedded: Quantitative and qualitative data are collected at the same time but within a larger quantitative or qualitative design. One type of data is secondary to the other.

Explanatory sequential: Quantitative data are collected and analysed first, followed by qualitative data. You can use this design if you think your qualitative data will explain and contextualize your quantitative findings.

Exploratory sequential: Qualitative data is collected and analysed first, followed by quantitative data. You can use this design if you think the quantitative data will confirm or validate your qualitative findings.

Mixed methods research combines qualitative and quantitative approaches in a single study to capitalize on the strengths of both. This approach can provide a more comprehensive understanding of research problems than either method alone. In a research thesis, outlining a methodology for mixed methods designs involves several key components to ensure the integration of qualitative and quantitative elements effectively. Below is a structured approach to crafting this methodology section:

1. Introduction to Mixed Methods Research

- **Rationale**: Explain why a mixed methods approach is suitable for your research question or problem, highlighting the benefits of integrating qualitative and quantitative data.
- **Research Objectives and Questions**: Clearly state the research objectives and questions, specifying how each method will contribute to answering them.

2. Mixed Methods Research Design

- **Design Type**: Identify the specific mixed methods design you will use (e.g., convergent parallel, explanatory sequential, exploratory sequential, embedded design) and justify your choice.
- **Phases of the Study**: Describe the phases of your study (if applicable), indicating whether the qualitative and quantitative components will be conducted simultaneously or sequentially.
- **Integration**: Explain how and at what stages the qualitative and quantitative data will be integrated or connected. This could be during the data collection, analysis, or interpretation phases.

3. Quantitative Component

- **Sample Selection**: Detail the sampling strategy and size for the quantitative part of your study.
- **Data Collection Methods**: Describe the quantitative data collection methods (e.g., surveys, experiments), including instruments and materials used.
- **Data Analysis**: Outline the statistical methods or other quantitative analysis techniques you will employ to analyze the data.

4. Qualitative Component

- **Sample Selection**: Explain the sampling strategy for the qualitative part, including how participants will be selected.
- **Data Collection Methods**: Describe the qualitative data collection methods (e.g., interviews, focus groups, observations), including any guides or protocols.
- **Data Analysis**: Outline the approach for analyzing qualitative data, such as thematic analysis, content analysis, or grounded theory coding.

5. Integration of Data

- **Data Transformation**: If applicable, describe how qualitative data will be quantified or how quantitative data will be contextualized qualitatively.

- **Data Linking**: Explain how data from one method will inform or complement the other and the processes for merging or connecting data sets.
- **Interpretation and Reporting**: Discuss how integrated data will be interpreted and reported, detailing how the convergence or divergence of findings will be addressed.

6. Validity and Reliability

- **Trustworthiness**: Describe measures to ensure the validity and reliability of quantitative data and the credibility and trustworthiness of qualitative data.
- **Triangulation**: Explain how employing multiple methods and data sources will enhance the study's overall validity.

7. Ethical Considerations

- **Ethics Approval**: Mention obtaining ethics approval from relevant bodies.
- **Informed Consent**: Detail the process for ensuring informed consent from participants in both components of the study.
- **Confidentiality and Privacy**: Outline measures to protect participant confidentiality and data privacy.

8. Limitations

- **Methodological Limitations**: Acknowledge any limitations inherent to your chosen mixed methods design and how they might impact your findings.
- **Strategies for Mitigation**: Describe strategies to mitigate these limitations.

9. Conclusion

- **Summary of Methodology**: Briefly summarize the mixed methods design and its significance to your research objectives.
- **Contribution to Knowledge**: Highlight how your mixed methods approach will contribute to the existing body of knowledge on the topic.

CHAPTER FOUR

RESULTS AND DISCUSSION

Presentation of Results

Demographic data

Heading that reflects the first objective

Heading that reflects the second objectives

Heading that reflects the third objectives

The number of sub-chapters under chapter four depends on the number of specific objectives in the study.

Note:

Students should provide a clear, systematic presentation of results linked back to the research questions and conceptual model or framework.

This section does not include interpretation or discussion of the results. Discussing the implications of results is not appropriate here. Presentation of results includes:

1. Characteristics of the study sample, including the number of subjects and the response rate.
2. Table(s) or Figure(s) addressing each research question. The text highlights but does not duplicate results shown in tables and figures.
    - Report findings – *what* you found according to your hypotheses or research objectives/ questions, in the form of tables and figures (graphs, pictures, charts, drawings in which results and relationships are easy to see. Place one table on a page.
    - Tell the reader what to look for in tables and figures and provide sufficient explanation to make them readily intelligible.
    - Present data and your analysis of data in sufficient detail to justify the conclusion.
    - Mention all relevant results, including those that run counter to the hypothesis. Do not include individual scores or raw data, except, e.g., single-case designs.

Discussion

Begin the discussion section by briefly summarizing the principal findings of your study. This overview serves as a foundation for the detailed analysis and interpretation that will follow. It's crucial to remind the reader of the context and significance of your research questions or hypotheses at this juncture. This section sets the tone for the discussion, indicating that you will explore the implications of your findings in the broader context of existing knowledge and literature.

Explanation and Interpretation of Findings

This part of the discussion involves a deep dive into the meaning and implications of your results. For each significant finding, offer a detailed explanation and interpretation that considers its implications for the research questions or hypotheses you posited at the outset. Here, you should methodically compare your results with those of previous studies cited in your literature review. Highlight similarities and discrepancies and propose explanations for any differences observed. This comparative analysis helps to situate your findings within the existing research landscape, demonstrating how they corroborate, extend, or challenge established knowledge.

Contextualization Within Existing Literature

Your findings should be discussed not in isolation but as part of the ongoing academic dialogue in your field. This means critically evaluating your results in the context of the broader literature. Discuss how your findings add to the existing body of knowledge and where they diverge. Consider what factors might contribute to these differences. Make sure to reference the latest and most relevant studies to ensure your discussion is anchored in the current state of your field. This section should elucidate how your research moves the field forward, filling gaps or offering new perspectives on unresolved issues.

Implications of the Study

Exploring the broader implications of your research is crucial. Discuss the practical, theoretical, and policy implications of your findings, emphasizing how they can inform future research, practice, or decision-making in your field. This part of the discussion should make clear the value of your work to your discipline and potentially to wider societal or global issues. It's here that the real-world relevance of your research becomes apparent, bridging the gap between academic inquiry and practical application.

Novelty and Contributions

Highlighting the novelty and contributions of your study is essential. Clearly articulate what aspects of your work are new, whether it's the findings themselves, the methodology you employed, or a novel interpretation of existing data. Discuss how these contributions fill gaps in the existing literature or open up new avenues for research. This section is your opportunity to argue for the significance of your work and its place within the academic community.

Limitations and Future Directions

A candid acknowledgment of your study's limitations is not a sign of weakness but of academic integrity. Discussing limitations offers a more nuanced understanding of your findings and underscores the rigor of your research process. Additionally, propose future research directions that could address these limitations or explore new questions raised by your study. This not only demonstrates a reflective approach to your research but also contributes to the ongoing development of your field.

Conclusion of the Discussion

Conclude the discussion by summarizing the key points you've made, reiterating the importance of your findings, and reinforcing how your research addresses the initial questions or hypotheses. This final part should leave the reader with a clear understanding of the value of your work, its contributions to the field, and the potential avenues it opens for future research.

The discussion should include "**Comparison of previous studies and Implications of findings."**

The discussion should be presented in accordance with the objectives or research questions.

In summary:

The function of the Discussion is to interpret your results in light of what is already known about the subject of the investigation. Also, explain your new understanding of the problem after considering your results. In the discussion, you should EXPLAIN the results and the scientific principles that have been established or reinforced. C*ompare* the results with those reported in the literature. (Show how your results agree or contrast with previous work). Use the literature to *support* a claim, hypothesis or deduction you make from the results. Make a claim for how the results can be applied more generally (deduction) and conclude based on reasoning from the results. What generalizations can be drawn? Are there any theoretical/practical implications of your work? The discussion must rest firmly on the evidence presented in the results section. Continually refer to your results (but do not repeat them). **Do not waste entire sentences restating your results; if you need to remind the reader of the result to be discussed, use "bridge sentences" that relate the result to the interpretation, e.g.**

"The high incidence of malaria relative to controls suggests that...[interpretation]".

Organize the Discussion to address each of the experiments or studies, or objectives for which you presented the results. Discuss each in the same sequence as presented in the Results, providing your interpretation of what the results mean in the context of the problem. The discussion must also emphasize the implications of the key findings, the way forward for their practical utilization and their limitations.

Key topic for the first specific objective

Key topic for a second specific objective

The number of sub-headings under chapter five depends on the number of specific objectives in the study.

Note:

This section gives students the opportunity to discuss the findings by commenting on the strengths and limitations of the research results and comparing or contrasting key findings with previous work; thus, the student's ability to integrate his/her findings with relevant information from the literature. Finally, students should be able to explain the significance and implications of the findings for public health practitioners or clinicians and possibly provide suggested areas for further research.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Conclusion

The conclusion section of a research paper or thesis is the culmination of the research journey, serving to briefly summarize and synthesize the entire study while underscoring its significance, contributions, and broader implications. This pivotal section revisits the research objectives or questions, offering a definitive assessment of what the study achieved and its relevance within the broader academic and practical contexts. It is not merely a recap of the findings but a reflective synthesis that emphasizes the study's impact on existing knowledge, theories, and practices. The conclusion highlights the main findings, articulating their importance and the way they contribute to or challenge the current understanding in the field. It also explores the implications of these findings, suggesting how they can inform future research, policy-making, or practical applications.

Additionally, the conclusion outlines potential avenues for future investigation, indicating areas where further inquiry could build upon the findings of the current study. The language used is direct and assertive, confidently asserting the study's contributions to knowledge and its relevance. By offering a concise and insightful summary of the research process and outcomes, the conclusion provides a clear and compelling final word on the study's value and its role in advancing the field, encouraging ongoing scholarly dialogue and exploration.

In summary

It should be noted that the Conclusion is not a summary of the research by just stating the main findings. NO!!!! The conclusion is the last thing that your reader will see, so it should be memorable and must be related to the specific objectives of the research. A good conclusion will review the key points of the research and explain to the reader why the information is relevant, applicable, or related to the scientific world as a whole. The best way to start a conclusion is simply by restating the problem statement in different words. The next step is to review or reiterate the key points of the research as a whole. Explain why your findings are relevant to your field of research and how your research intervenes within or substantially revises existing scholarly knowledge or debates. What is the take-home message for the reader?

Recommendations

In the recommendations section of a research paper or thesis, it is crucial to translate the findings into practical, actionable advice that stakeholders can realistically implement. This section bridges the gap between academic research and real-world application, providing a clear path forward based on the evidence gathered during the study. Indicate recommendations related to practice, policy and future research. Below is a structured approach to crafting this important section:

Practical Recommendations

Begin by outlining specific, actionable recommendations that stem directly from the research findings. Each recommendation should correlate closely with the research objectives and be firmly rooted in the data and insights uncovered during the study. These suggestions should be clear, offering a practical and feasible roadmap for implementation. Whether addressing policy changes, operational improvements, or strategic directions, ensure that each recommendation is actionable within the context identified by your research.

Rationale and Justification

For each recommendation, provide a thorough rationale and justification, explaining how the suggested actions address the core research problem, ameliorate existing issues, or leverage opportunities highlighted by the findings. This section should draw direct connections between the evidence presented in the thesis and the proposed recommendations, demonstrating a logical and evidence-based approach to problem-solving. The justification should make it clear why each recommendation is necessary and how it can lead to desired outcomes.

Consideration of Limitations

Acknowledge any limitations or constraints that could affect the feasibility or effectiveness of the recommended actions. Discuss potential challenges, such as resource constraints, cultural barriers, or regulatory hurdles, that might impede implementation. Offer strategies or suggestions to mitigate these challenges, providing a more nuanced and realistic view of how the recommendations can be actualized in practice.

Stakeholder Perspectives

Incorporate the perspectives, needs, and capacities of relevant stakeholders who will be involved in or affected by the implementation of the recommendations. This includes considering how the proposed actions align with stakeholders' goals and interests, as well as identifying potential areas of resistance or conflict. Discussing stakeholder perspectives ensures that recommendations are not only practical but also socially and politically viable. If applicable, explore opportunities for collaboration, partnership, or engagement that could facilitate successful implementation.

Future Research Directions

Identify areas where further research could expand upon the findings of the current study. Highlight unresolved questions, gaps in the literature, or emerging trends that warrant additional investigation. Suggest potential methodologies or theoretical frameworks that future researchers might employ to explore these areas. Offering directions for future research not only underscores the contribution of your study to the academic field but also encourages ongoing inquiry and exploration.

Conclusion Statement

Conclude the recommendations section with a concise summary that emphasizes the significance and potential impact of the proposed actions. Reiterate how implementing these recommendations can lead to meaningful change, improvement, or advancement in the field. This concluding statement should leave readers with a clear understanding of the value and importance of the recommendations, motivating stakeholders to take action and researchers to continue exploring the topic.

Note:

Pages for the dissertation body, which begins with chapter 1 and ends at chapter 6, are to be numbered with Arabic numerals beginning with “1,2,3,4….”. All Chapters must begin on a new page.

OTHER COMPONENTS OF THE THESIS (BACK MATTERS)

References

Referencing is done in order to demonstrate the evidence and research that you have undertaken to complete and support your ideas and to give appropriate credit to those sources and authors. In addition, it enables readers to consult the same materials that you have used. In view of this, a list of all references shall be provided. The list of references that will be indicated at the end will list alphabetically the sources acknowledged. The APA Style of referencing shall be used. This guide acknowledges that there are many adapted forms of the APA referencing style (e.g., Format 7, APA Educational Review, Elsevier APA with titles, Elsevier APA without titles, etc). The rule-of-thumb is that when using the APA referencing style, the candidate must be consistent. The references below provide a general overview of the APA referencing style.

EXAMPLES OF REFERENCE CITATIONS IN TEXT--APA STYLE

Single Author

- **Narrative citation:** According to Smith (2020), ...
- **Parenthetical citation:** ...(Smith, 2020).

Two Authors

- **Narrative citation:** Smith and Jones (2021) argue that ...
- **Parenthetical citation:** ...(Smith & Jones, 2021).

Three or More Authors

- **Narrative citation:** Smith et al. (2022) suggest that ...
- **Parenthetical citation:** ...(Smith et al., 2022).

Organization as Author

- **Narrative citation:** The Centers for Disease Control and Prevention (CDC, 2023) reported ...
- **Parenthetical citation:** ...(Centers for Disease Control and Prevention [CDC], 2023).

(Note: Use the full name in the first citation; after that, you can use the abbreviation.)

No Author

- Use the title of the work (or a shortened version of the title) and the year:
  - ...("Study Finds," 2023).

Direct Quotations

- Include the author, year, and the page number or paragraph number for non-paginated material:
    - Smith (2020) stated, "..." (p. 39).
    - ...("Study Finds," 2023, para. 4).

Multiple Works by the Same Author(s) in the Same Year

- Distinguish the works by adding letters to the year:
    - ...(Smith, 2022a).
    - ...(Smith, 2022b).

Secondary Sources

- When you cite a source that is cited in another source:
    - Johnson argued, as cited in Smith (2020), ...

Citing Page or Paragraph Numbers

For precise referencing, APA recommends including page numbers (for books) or paragraph numbers (for web pages) in citations to help readers locate the original material. This detail is crucial for direct quotes or when referring to specific passages.

- **Book citation with pages:** Hunt (1974, pp. 25-69) confirms the hypothesis...
- **Web page citation with paragraph:** (Myers, 2000 5)
- **Web page without paragraph numbers:** (Beutler, 2000, Conclusion section, para. 1)

Works with Two Authors

When citing works with two authors, APA requires mentioning both names each time the reference occurs, connected with the word "and" in narrative citations or an ampersand (&) in parenthetical citations.

- **Narrative citation:** Piaget and Smith (1972) recognize...
- **Parenthetical citation with pages:** Feinberg and Skipp (1973, pp. 37-52) discuss...

Parenthetical Citations for Two Authors

For parenthetical citations, use an ampersand (&) between authors' last names and separate the year with a comma.

- **Citation without page number:** ...to organize accumulated knowledge (Piaget & Smith, 1973)
- **Citation with page number:** ...to organize accumulated knowledge (Piaget & Smith, 1973, p. 410)

Works with More Than Two Authors

For works with three to five authors, list all authors the first time you cite the work. In subsequent citations, use "et al." after the first author's name.

- **First occurrence:** Williams, French, and Joseph (1962) found...
- **Subsequent citations:** Williams et al. (1962) recommended...

Quoting Directly

Direct quotations require precise citation, including author, year, and page number. The placement of punctuation varies based on the position of the quote within the sentence.

- **Quotation in the middle of a sentence:** Many inexperienced writers are unsure about "the actual boundaries of the grammatical abstraction called a sentence" (Shaughnessy, 1977, p. 24) or about which form of punctuation they should use.

ORDER OF REFERENCES IN THE REFERENCE LIST

When organizing the reference list in APA 7th edition format, the order of the references is crucial for clarity and ease of navigation. Here’s how to properly arrange your references:

Alphabetical Order by Surname of the First Author

All entries should be arranged alphabetically by the surname of the first author. This is the primary method of organization and helps readers locate references quickly.

Single-Author Entries Before Multiple-Author Entries

If you have multiple works by the same first author, single-author works come before works with multiple authors. This rule applies even when the single-author work was published later than the multi-author works.

- **Example:**

        - Kaufman, J. R. (1981).
        - Kaufman, J. R., & Cochran, D. C. (1978).

Multiple Works by the Same First Author with Different Co-Authors

When the first author has produced multiple works with different second or third authors, these entries are organized alphabetically by the surname of the second author (and, if necessary, by the third or subsequent authors).

- **Example:**
    - Kaufman, J. R., Jones, K., & Cochran, D. F. (1982).
    - Kaufman, J. R., & Wong, D. F. (1978).

Alphabetical Order by Surname of the First Author

Entries in the reference list should be arranged alphabetically by the surname of the first author. This rule helps in locating references quickly.

Single-author Entries Before Multiple-author Entries

When you have single-author entries and multiple-author entries with the same first author, list the single-author entries first.

- Example:
    - Kaufman, J.R. (1981).
    - Kaufman, J.R. & Cochran, D.C. (1978).

Alphabetical Order by Surname of the Second, Third Authors, etc.

For references with the same first author but different second or third authors, arrange these entries alphabetically by the surname of the second author (and so on if there are more authors).

- Example:
    - Kaufman, J.R., Jones, K., & Cochran, D.F. (1982).
    - Kaufman, J.R. & Wong, D.F. (1978).

Arrangement by Year of Publication

When the same authors are listed for multiple works, organize these entries by the year of publication, starting with the earliest.

- Example:
    - Kaufman, J. R. & Jones, K. (1977).
    - Kaufman, J. R. & Jones, K. (1980).

Alphabetical Order by First Initial for Authors with the Same Surname

For works by different authors who share the same surname, arrange these entries alphabetically by the first initial.

- Example:
    - Eliot, A.L. (1983).
    - Eliot, G.E. (1980).

EXAMPLES OF ITEMS IN A REFERENCE LIST

Although the format for books, journal articles, magazine articles and other media is similar, there are some slight differences. Items in a reference list should be double-spaced. Also, use hanging indents: entries should begin flush left with subsequent lines indented.

Books

One Author:

- Castle, E.B. (1970). *The teacher*. London: Oxford University Press.

Two Authors:

- McCandless, B.R. & Evans, E.D. (1973). *Children and youth: Psychosocial development*. Hinsdale, IL: Dryden Press.

Three or More Authors:

- Smith, V., Barr, R. & Burke, D. (1976). *Alternatives in education: Freedom to choose*. Bloomington, IN: Phi Delta Kappa, Educational Foundation.

Society, Association, or Institution as Author and Publisher:

- American Psychiatric Association. (1980). *Diagnostic and statistical manual of mental disorders* (3rd ed.). Washington, D.C.: Author.

Editor or Compiler as Author:

- Rich, J. M. (Ed.). (1972). *Readings in the philosophy of education* (2nd ed.). Belmont, CA: Wadsworth.

Chapters, Essays, or Articles in Edited Books

Chapter, Essay, or Article by One Author in a Book or Encyclopedia Edited by Another:

- Medley, D.M. (1983). Teacher effectiveness. In H.E. Mitzel (Ed.), *Encyclopedia of educational research* (Vol. 4, pp. 1894-1903). New York: The Free Press.

Formatting Guidelines

- **Double-Spacing:** Each reference list entry should be double-spaced.
- **Hanging Indents:** Use hanging indents for each entry. This means the first line of each reference is flush left, and subsequent lines are indented.

Journal Articles

One Author:

- Herrington, A.J. (1985). Classrooms as forums for reasoning and writing. *College Composition and Communication,* 36 (4), 404-413.

Two Authors:

- Horowitz, L.M. & Post, D.L. (1981). The prototype is a construct in abnormal psychology. *Journal of Abnormal Psychology,* 90 (6), 575-585.

Society, Association, or Institution as Author:

- Institute on Rehabilitation Issues. (1975). Critical issues in rehabilitating the severely handicapped. *Rehabilitation Counseling Bulletin,* 18 (4), 205-213.

Newspaper Articles

No Author:

- More jobs were waiting for college grads. (1986, June 17). *Detroit Free Press,* pp. 1A, 3A.

Magazines

One Author:

- Powledge, T. M. (1983, July). The importance of being twins. *Psychology Today, 19*, 20-27.

No Author:

- CBS invades Cuba, returns with Irakere: Havana jam. (1979, May 3). *Down Beat, 10*.

Microforms

ERIC Report:

- Plantes, Mary Kay. (1979). The effect of work experience on young men's earnings. (Report No. IRP-DP-567-79). Madison: Wisconsin University, Madison Institute for Research on Poverty. (ERIC Document Reproduction Service No. ED183687)

ERIC Paper Presented at a Meeting:

- Whipple, W. S. (1977, January). Changing attitude through behavior modification. Paper presented at the annual meeting of the National Association of Secondary School Principals, New Orleans, LA. (ERIC Document Reproduction Service No. ED146500)

General Formatting Notes:

- **Journal, Newspaper, and Magazine Titles:** These are italicized and followed by the volume number (not italicized) and issue number (not italicized) for journal articles.
- **Dates:** For newspapers and magazines, include the full date (year, month, day). For journal articles, only the year is needed, followed by the volume and issue numbers.
- **Page Numbers:** Include the page range for articles (e.g., 215-225). For newspapers, use 'pp.' before the page numbers if the article spans more than one page.
- **Microforms:** For reports and papers available in microform, include the report number (if available), institution, and location, followed by the ERIC document reproduction service number.

AUDIOVISUAL MEDIA AND SPECIAL INSTRUCTIONAL MATERIALS:

Example of a Motion Picture:

- Maas, J.B. (Producer), & Gluck, D. H. (Director). (1979). *Deeper in hypnosis* [Motion Picture]. Englewood Cliffs, NJ: Prentice-Hall.

Additional Examples:

Audio record:

- Franklin, A. (Singer). (1967). *Respect* [Audiorecord]. New York, NY: Atlantic.

Video recording:

- Smith, J. (Producer), & Doe, J. (Director). (2001). *Understanding the Universe* [Videorecording]. Los Angeles, CA: Educational Video Network.

Slide:

- Johnson, L. (Photographer). (1985). *Architecture in Europe* [Slide]. Boston, MA: Visual Education Inc.

Game:

- Reynolds, S. (Designer). (2010). *Civilization V* [Computer game]. New York, NY: 2K Games.

Filmstrip:

- Carter, A. (Producer). (1976). *The Water Cycle* [Filmstrip]. Chicago, IL: Science Visuals.

Kit:

- Educational Development Group. (1992). *Weather Station Kit* [Kit]. Seattle, WA: Science Tools.

Formatting Notes:

- **Author's Function:** Specify the role of the person(s) responsible for the creation of the work, such as Producer, Director, Speaker, etc.
- **Medium:** Indicate the type of material in square brackets (e.g., [Motion Picture], [Audiorecord]). If a number is needed for identification, place it in parentheses (e.g., (Audio record No. 4321)).
- **Place of Publication and Publisher:** These elements help in locating the material.

ELECTRONIC MEDIA

When citing electronic media sources in APA style, it's essential to provide detailed information that enables readers to locate the original material easily. This is particularly important due to the dynamic nature of online content, where URLs can change, and content can move or be removed. Here's how to effectively cite electronic sources, including the critical components that should be included in your references:

Key Points for Citing Electronic Media:

1. **Provide Detailed Information:** Aim to cite specific documents rather than general web pages whenever possible, as this helps readers locate the exact source you are referencing.
2. **Include Accurate, Working URLs or DOIs:** Ensure that the URLs or Digital Object Identifiers (DOIs) you provide are current and lead directly to the cited material. DOIs are preferred for scholarly work because they are stable identifiers.

Essential Elements of Internet Source Citations:

1. **Title or Description:** Offer a clear title or a descriptive phrase of the document or content being cited.

2. **Date of Publication or Retrieval:** Include the date the source was published or the date you accessed it. The publication date is preferred, but if the content is likely to be updated or changed, include the retrieval date as well.
3. **Address (URL) or Digital Object Identifier (DOI):** Always provide a direct URL or a DOI for the source. DOIs are highly recommended for scholarly content because they remain constant even if the content's location on the internet changes.
4. **Author's Name:** If the author's name is available, include it. If the work is attributed to an organization or if no author is specified, use the organization's name as the author.

Example Citations:

Article with DOI:

- Smith, J.A. (2020). The future of technology in education. *Journal of Educational Technology*, 15 (3), 34-45. https://doi.org/10.xx/yyyy

Web Page with an Author:

- Johnson, L. (2019, March 5). How to code in Python. Retrieved from https://www.example.com/python-tutorial

Government Report:

- Department of Health and Human Services, National Institutes of Health. (2018). Healthy eating guidelines. Retrieved from https://www.example.gov/healthyeating

Electronic Book:

- Lee, H. (2021). *Digital Literacy and Society*. Ebook Library. Retrieved from https://www.ebooklibrary.com/book/isbn/123456789

Additional Notes:

- **DOIs:** If available, always use the DOI instead of a URL for journal articles, as DOIs provide a permanent link to the content.
- **Retrieval Dates:** For content that may change over time, such as wikis or certain web pages, include the date you accessed the information.
- **Database Names:** If accessing a journal article from a database and no DOI is available, you may include the name of the database or its URL if the article is hard to find.

These examples illustrate how to cite various types of electronic sources in APA style, including articles from both internet-only journals and print sources that are available online, daily newspaper articles available by search, webpages, and annual reports. Each citation includes specific elements tailored to the nature of the electronic source, ensuring readers can locate the original material. Let's review the formatting for each type of source:

Internet Article Based on a Print Source (with DOI):

Example:

- Stultz, J. (2006). Integrating exposure therapy and analytic therapy in trauma treatment. *American Journal of Orthopsychiatry*, 76 (4), 482-488. https://doi.org/10.1037/0002-9432.76.4.482

Article in an Internet-Only Journal (no DOI):

Example:

- Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2 (2), 38-48. Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap/article/view/71/100

Daily Newspaper Article (Electronic Version Available by Search):

Example:

- Botha, T. (1999, February 21). The Statue of Liberty, Central Park and me. *The New York Times*. Retrieved from http://www.nytimes.com

Webpage:

Example:

- Raymon H. Mulford Library, The University of Toledo Health Science Campus. (2008). Instructions to authors in the health sciences. Retrieved June 17, 2008, from http://mulford.mco.edu/instr/

Annual Report:

Example:

- Pearson PLC. (2005). *Reading allowed: Annual review and summary financial statements 2004*. Retrieved from http://www.pearson.com/investor/ar2004/pdfs/summary_report_2004.pdf

Reference

Electronic Resources:

- **APA Web Pages:**
    - American Psychological Association. (2008). Electronic resources. Retrieved June 17, 2008, from http://www.apastyle.org/elecref.html.
    - American Psychological Association. (2008). Frequently asked questions. Retrieved June 17, 2008, from http://www.apastyle.org/faqs.html.

Books:

- **Edited Book:**
    - Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals by a committee of college and university examiners*. New York: D. McKay.

Newspaper Articles:

- **Electronic Version of Newspaper Article:**
    - Botha, T. (1999, February 21). The Statue of Liberty, Central Park and me. *The New York Times*. Retrieved from http://www.nytimes.com

Magazine Articles:

- **Article in a Magazine:**
    - CBS invades Cuba, returns with Irakere: Havana jam. (1979, May 3). *Down Beat, 10*.

Journal Articles:

- **Journal Article in Print:**
    - Herrington, A. J. (1985). Classrooms as forums for reasoning and writing. *College Composition and Communication,* 36 (4), 404-413.
    - Mandel, B. J. (1978). Losing one's mind: Learning to write and edit. *College Composition and Communication,* 29, 263-268.
    - Stultz, J. (2006). Integrating exposure therapy and analytic therapy in trauma treatment. *American Journal of Orthopsychiatry*, *76*(4), 482-488. https://doi.org/10.1037/0002-9432.76.4.482
- **Journal Article Online (No DOI):**
    - Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of*

Applied Psychology, 2 (2), 38-48. Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap/article/view/71/100

Motion Picture:

- **Film:**
    - Maas, J. B. (Producer), & Gluck, D. H. (Director). (1979). *Deeper in hypnosis* [Motion Picture]. Englewood Cliffs, NJ: Prentice-Hall.

Book Chapters:

- **Chapter in an Edited Book:**
    - Medley, D. M. (1982). Teacher effectiveness. In H. E. Mitzel (Ed.), *Encyclopedia of educational research* (Vol. 4, pp. 1894-1903). New York: The Free Press.

Webpage:

- **Webpage:**
    - Raymon H. Mulford Library, The University of Toledo Health Science Campus. (2008). Instructions to authors in the health sciences. Retrieved June 17, 2008, from http://mulford.mco.edu/instr/

APPENDIX

The appendix comprises materials considered necessary for the comprehension of the text but which would otherwise disturb the flow of the text or bore the reader unbearably. Some things that are typically included in the appendix are:

i. Important and original computer programmes;

ii. Data files that are too large to be represented simply in the main text and

iii. Pictures, maps or diagrams of results which are not important enough to form a part of the main text.

CATHOLIC UNIVERSITY OF GHANA, FIAPRE-SUNYANI

FACULTY/SCHOOL NAME

THE NEW CURRICULUM AND TEACHER OUTPUT IN SOME SELECTED SCHOOLS IN THE ATWIMA NWABIAGYA SOUTH MUNICIPAL

NAME OF CANDIDATE

THESIS SUBMITTED TO THE FACULTY/SCHOOL OF …………………, CATHOLIC UNIVERSITY OF GHANA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PUBLIC HEALTH

AUGUST 2023

Appendix 2 – Specimen Declaration Page

Candidate's Declaration

I, **NAME OF CANDIDATE,** at this moment, declare that this work is the result of my efforts and that to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which, to a substantial extent has been accepted for the award of any other degree or diploma at the Catholic University of Ghana, Fiapre-Sunyani, or any other educational institution, except where due acknowledgment is made in the thesis.

Signature ……………………..……… Date ……………………………

Supervisor's Declaration

I certify that the preparation and presentation of this project work were supervised in compliance with the Guidelines for Supervision of Project Work issued by the Catholic University of Ghana, Fiapre-Sunyani.

NAME OF SUPERVISOR

Signature ………………………… Date …………………………

Appendix 3 – Clarifying the differences between Theoretical and Conceptual Framework

In attempting to distinguish between a ***conceptual and theoretical framework***, a few key terms ought to be defined.

A theoretical framework refers to the theory that a researcher chooses to guide him/her in his/her research. Thus, a theoretical framework is the application of a theory, or a set of concepts drawn from the same theory, to offer an explanation of an event or shed some light on a particular phenomenon or research problem. This could refer to, for instance, the Set theory, evolution, quantum mechanics, particulate theory of matter, or similar pre-existing generalisation that could be applied to a given research problem deductively.

On the other hand, a researcher may opine that his/her research problem cannot meaningfully be researched in reference to only one theory, or concepts resident within one theory. In such cases, the researcher may have to "synthesize" the existing views in the literature concerning a given situation both theoretical and empirical findings. The synthesis may be called a *model* or *conceptual framework*, which essentially represents an 'integrated' way of looking at the problem (Liehr and Smith 1999). Such a model could then be used in place of a theoretical framework. Thus, a conceptual framework may be defined as a result of bringing together a number of related concepts to explain or predict a given event or give a broader understanding of the phenomenon of interest – or simply of a research problem. The process of arriving at a conceptual framework is akin to an inductive process whereby small individual pieces (in this case, concepts) are joined together to tell a bigger map of possible relationships.

In conclusion, the conceptual framework is something you can develop yourself based on a particular theory. You inevitably would use some -if not all-concept that this particular theory operates with. In addition, in your conceptual framework, you can add your concept or constructs or variables that you think are relevant and then proceed to explore or test the relationship between them.

	Conceptual Framework	**Theoretical framework**
Genesis	Created from a variety of conceptual and theoretical perspectives	Evolve from literature review / adapted from existing theory
Conceptual Meaning	Synthesis of relevant concepts	Application of a theory as a whole or in part
	Conceptual Framework	**Theoretical framework**
Process Underline Review of Literature	Inductive – many aspects of different theoretical perspectives are brought together.	Deductive – used dominantly in natural science
Methodological Approach	Located in both quantitative and qualitative paradigms	Located mainly in the quantitative research paradigm

School of Application	Limited to specific research problem and context	Wider application beyond the current research problem and context
Research Base	Social Science / Management based research	Natural Sciences based research

Source: Scholar Indexing Society, 2020.

Headings

APA Style uses a unique headings system to separate and classify paper sections. Headings are used to help guide the reader through a document. Levels of subordination organize the levels, and each section of the paper should start with the highest level of heading. There are 5 **heading levels** in APA. Regardless of the number of levels, always use the headings in order, beginning with level 1. The format of each level is illustrated below:

APA Headings

Level	Format
1	**Centered, Boldface, Title Case Heading** The text starts a new paragraph.
2	**Flush Left, Boldface, Title Case Heading** The text starts a new paragraph.
3	***Flush Left, Boldface Italic, Title Case Heading*** The text starts a new paragraph.
4	**Indented, Boldface Title Case Heading Ending With a Period.** Paragraph text continues on the same line as the same paragraph.
5	***Indented, Boldface Italic, Title Case Heading Ending With a Period.*** Paragraph text continues on the same line as the same paragraph.

Thus, if the article has four sections, some of which have subsections and some of which don't, use headings depending on the level of subordination. Section headings receive level one format. Subsections receive level two format. Subsections of subsections receive level three format. For example:

Method (Level 1)

Site of Study (Level 2)

Participant Population (Level 2)

Teachers (Level 3)

Students (Level 3)

Results (Level 1)

Spatial Ability (Level 2)

Test One (Level 3)

Teachers With Experience. (Level 4)

Teachers in Training. (Level 4)

Teaching Assistants. (Level 5)

Test Two (Level 3)

Kinesthetic Ability (Level 2)

In APA Style, the Introduction section never gets a heading and headings are not indicated by letters or numbers. For subsections at the beginning of a paper (introduction section), the first level of subsection will use Level 2 headings — the title of the paper counts as the Level 1 heading. Levels of headings will depend upon the length and organization of your paper. Regardless, always begin with level one headings and proceed to level two, etc.

Special headings called section labels are used for certain sections of a paper, which always start on a new page.

- Abstract
- Paper title
- References
- Footnotes
- Appendix A (and so on for subsequent appendices)

These labels should be positioned on their line at the top of the page where the section starts, in bold and centered.

Seriation

APA also allows for seriation in the body text to help authors organize and present key ideas. For lists where a specific order or numbered procedure is necessary, use an Arabic numeral directly followed by a period, such as:

On the basis of four generations of usability testing on the Purdue OWL, the Purdue OWL Usability Team recommended the following:

1. Move the navigation bar from the right to the left side of the OWL pages.
2. Integrate branded graphics (the Writing Lab and OWL logos) into the text on the OWL homepage.

3. Add a search box to every page of the OWL.
4. Develop an OWL site map.
5. Develop a three-tiered navigation system.

Numbered lists should contain full sentences or paragraphs rather than phrases. The first word after each number should be capitalized, as well as the first word in any following sentence; each sentence should end with a period or other punctuation.

For lists that do not communicate hierarchical order or chronology, use bullets:

In general, participants found the user-centered OWL mock-up to be easier to use. What follows are samples of participants' responses:

- "This version is easier to use."
- "Version two seems better organized."
- "It took me a few minutes to learn how to use this version, but after that, I felt more comfortable with it."

Authors may also use seriation for paragraph-length text.

For seriation within sentences, authors may use letters:

On the basis of research conducted by the usability team, OWL staff have completed (a) the OWL site map, (b) integrating graphics with text on the OWL homepage, (c) search boxes on all OWL pages except the orange OWL resources (that is pending; we do have a search page); (d) moving the navigation bar to the left side of pages on all OWL resources except in the orange area (that is pending); (e) piloting the first phase of the three-tiered navigation system, as illustrated in the new Engagement section.

Authors may also separate points with bullet lists:

On the basis of the research conducted by the usability team, OWL staff have completed

- the OWL site map;
- integrating graphics with text on the OWL homepage;
- search boxes on all OWL pages except the orange OWL resources (that is pending; we do have a search page);
- moving the navigation bar to the left side of pages on all OWL resources except in the orange area (that is pending);
- piloting the first phase of the three-tiered navigation system, as illustrated in the new Engagement section.

If your bulleted list is part of the sentence and is not preceded by a colon, treat the bullets like a part of the sentence, adhering to standard capitalization and punctuation. This option is helpful for complex or longer bulleted sentences that may be more difficult to read without the aid of punctuation. For items in a bulleted list that are phrases rather than sentences, no punctuation is necessary.

Turnitin Report

The originality score for the dissertation generated from "**Turnitin**" should not exceed 20%. This section should include a scanned report showing all scores and sources and a receipt displaying the **Dates**, the **word count** and **Characters** in the dissertation. "If any Turnitin report of a student is found to be manipulated, the student will be subject to the same consequences as for plagiarism and academic fraud." A thorough review will be completed by the "**Turnitin Instructor**."

Example

Increasing Insurance penetration: A study of Techiman Municipality

ORIGINALITY REPORT

65%	63%	5%	59%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	pdfs.semanticscholar.org Internet Source	14%
2	dspace.knust.edu.gh Internet Source	12%
3	ir.csuc.edu.gh:8080 Internet Source	9%
4	www.ghanabusinessnews.com Internet Source	4%
5	chss.uonbi.ac.ke Internet Source	3%
6	Submitted to University of Cape Coast Student Paper	2%
7	Submitted to School of Business and Management ITB Student Paper	2%
8	Submitted to Africa Nazarene University Student Paper	2%
	ir.msu.ac.zw:8080	

9	Internet Source	1 %
10	www.coursehero.com Internet Source	1 %
11	Submitted to Arab Open University Student Paper	1 %
12	Submitted to Midlands State University Student Paper	1 %
13	financedocbox.com Internet Source	1 %
14	Submitted to Kwame Nkrumah University of Science and Technology Student Paper	1 %
15	Submitted to University of East London Student Paper	1 %
16	Submitted to Higher Education Commission Pakistan Student Paper	1 %
17	Submitted to Ghana Telecom University College Student Paper	1 %
18	www.icsi.edu Internet Source	1 %
19	Submitted to Isra University Student Paper	<1 %

20	www.fcac-acfc.gc.ca Internet Source	<1 %
21	core.ac.uk Internet Source	<1 %
22	repository.out.ac.tz Internet Source	<1 %
23	uir.unisa.ac.za Internet Source	<1 %
24	Submitted to Addis Ababa University Student Paper	<1 %
25	etd.aau.edu.et Internet Source	<1 %
26	Submitted to University of Duhok Student Paper	<1 %
27	Submitted to Universiti Teknologi MARA Student Paper	<1 %
28	Submitted to University for Development Studies Student Paper	<1 %
29	www.insure.com Internet Source	<1 %
30	www.slideshare.net Internet Source	<1 %
31	scholar.mzumbe.ac.tz	

		Internet Source	<1 %
32	briarcliffinsurance.com	Internet Source	<1 %
33	www.researchgate.net	Internet Source	<1 %
34	doczz.net	Internet Source	<1 %
35	erepository.uonbi.ac.ke	Internet Source	<1 %
36	www.ukessays.com	Internet Source	<1 %
37	meral.edu.mm	Internet Source	<1 %
38	Submitted to Universiti Teknologi Malaysia	Student Paper	<1 %
39	Submitted to Intercollege	Student Paper	<1 %
40	ir-library.mmust.ac.ke:8080	Internet Source	<1 %
41	tnou.ac.in	Internet Source	<1 %
42	Submitted to B.S.Abdur Rahman Crescent Institute of Science & Technology		<1 %

Student Paper

43	library.kisiiuniversity.ac.ke:8080 Internet Source	<1 %
44	Submitted to International Islamic University Malaysia Student Paper	<1 %
45	archive.org Internet Source	<1 %
46	ir.haramaya.edu.et Internet Source	<1 %
47	ir.mu.ac.ke:8080 Internet Source	<1 %
48	scholar.sun.ac.za Internet Source	<1 %
49	Sotirios Sarantakos. "Social Research", Springer Nature, 1998 Publication	<1 %
50	ir.knust.edu.gh Internet Source	<1 %
51	repository.smuc.edu.et Internet Source	<1 %
52	researchspace.ukzn.ac.za Internet Source	<1 %
53	rulrepository.ru.ac.bd Internet Source	<1 %

54	vital.seals.ac.za:8080 Internet Source	<1 %
55	www.diva-portal.org Internet Source	<1 %

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		

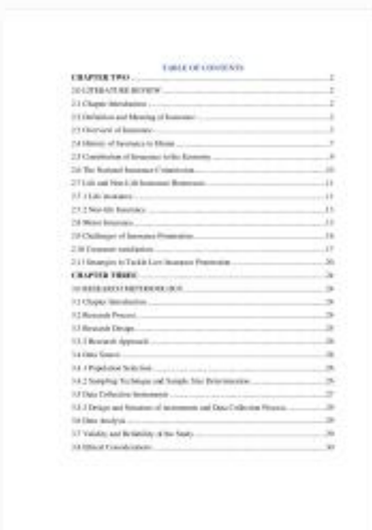
Turnitin Receipt

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	U J
Assignment title:	Economics
Submission title:	Increasing Insurance penetration: A study of Techiman Mun...
File name:	CHAPTER_TWO_and_THREE.docx
File size:	57.84K
Page count:	31
Word count:	7,887
Character count:	43,361
Submission date:	03-Aug-2023 01:18PM (UTC+0500)
Submission ID:	2140760353



PUBLISHING FROM THESIS, AUTHORSHIP PROTOCOLS AND GUIDES

It is generally expected that students seek to publish results from their research in academic journals. Supervisors will normally mentor them through this process as there is a lot to learn. One decision that a candidate will need to make early in his/her candidature is whether to try to publish as he/she goes on or wait until completion before he/she starts to publish. There are advantages and disadvantages for both choices and the candidate's supervisors will help him/her in making this decision. In view of this, it is recommended that the candidate begins the publication process before completing the draft thesis; this is because the candidate will be expected to show evidence of this during the examination of the thesis (**see Graduation Requirements of Graduate School Handbook**).

In considering publishing from the thesis, decisions must be made about attribution of authorship. The issue that arises is whether the candidate is the sole author of any resulting publications or whether the authorship should be jointly attributed to supervisors or others. It is, therefore, important that candidates and supervisors agree on the authorship of a publication at an early stage in the research project and review their decisions periodically. Attribution of authorship depends, to some extent, on the discipline, but in all cases, authorship must be based on substantial contributions in a combination of:

1. Conception and design of the project;
2. Data collection;
3. Analysis and interpretation of research data; and
4. Drafting significant parts of the work or critically revising it so as to contribute to the interpretation.

Authorship should, therefore, not be offered to those who do not meet the requirements set out above. For example, none of the following contributions, in and of themselves, justifies including a person as a co-author:

1. Being Head of Department or holding other positions of authority or personal friendship with the candidate;
2. Providing a technical contribution but no other intellectual input to the project or publication;

3. Providing routine assistance in some aspects of the project as the acquisition of funding or general supervision of the research team;
4. Providing data that have already been published or materials obtained from third parties but with no other intellectual input.

A candidate should be the principal author of publications emerging from a thesis with supervisors, where appropriate, taking first author status. It is a courtesy if the supervisor designates the general area or substantially contributes to the design. It is not acceptable if the supervisor only provides encouragement, physical resources, financial support, critiques or editorial contribution. In the last case, supervisors should be acknowledged in the acknowledgments section. There are some circumstances where the supervisor may be the principal author, but where this occurs, it must be with the candidate's written approval. If research supervisors use contracts with their candidates, it would be appropriate to include a statement of authorship.

"Details on Publishing from a Student's Thesis, Authorship Protocols and Guides" can be seen in the Publication Policy of the School of Graduate Studies, Catholic University of Ghana, Fiapre-Sunyani.

DISSERTATION FORMATTING

Margins and Text Spacing

The thesis submitted to the Board of Graduate School should normally be double-sided, with the pages numbered consecutively. The margins are to be 2.5 cm with the gutter margin 4 cm. Text is spaced one-and-a-half with the exception of the abstract, quotations, footnotes, references, table and figure captions, which are to be single-spaced.

Font Type, Size and Style

The print thesis or other examinable print work needs to be word processed or a typescript paper document (A4 size paper (21.0 x 29.7 cm)) with the text in a consistent font throughout (Times New Roman font - 12 point) and any footnotes in a smaller font. It should not be submitted in an electronic format.

Captions/Legends for Tables and Figures

Captions for tables should be numbered and set above the table to reflect the content of the table. In the case of figures, the captions should be related to the contents and set below the figure. Numbering for the tables and figures should be linked to the chapters, i.e., numbers for the tables and figures should begin with the number of the chapter within which it is found.

Photographs

Photographs or pictures that have been prepared in the study and are presented in the thesis should be captioned as plates and numbered appropriately, as in the case of figures.

Pagination

All pages must be numbered consecutively. Each chapter/section should begin on a separate page. The School of Graduate Studies requires that page numbers be centered two lines below the bottom margin.

i. **Title page**

   On the title page, the page number is omitted, though it is considered as page "i."

ii. **Front Matter (Preliminary Pages)**

   Preliminary pages are numbered with lowercase Roman numerals, beginning with (ii) following the title page centred at the bottom. On the title page, the page number is omitted, though it is considered as page (i)

iii. **Text (Main Body) and Back Matter**

Arabic numerals are used for all pages in the main text and back matter. The main body of the thesis begins with Arabic numerals "1", "2", "3" etc. centred at the bottom of the page. The Arabic numeral on a new page starting a chapter/ section is placed in the centre at the bottom. This includes the first page of each back matter, chapter/section (i.e., appendices, endnotes, etc.).

iv. **References and Other Matter**

Pagination for the references and other materials is by Arabic numerals.

Length of Thesis/Word Limits of Thesis

The Board of the Graduate School has set a limit for candidate thesis, and they are presented as follows:

i. The maximum length of a Doctoral thesis shall be between 60,000 and 100,000 words inclusive of footnotes, appendices other than documentary or statistical appendices and bibliography.

ii. The maximum length of a Master's thesis shall not exceed 60,000 words, inclusive of footnotes, appendices other than documentary or statistical appendices and a bibliography.

Binding of Thesis for Assessment

A thesis ready for submission to assessors should be paper (comb) bound and submitted according to the following:

i. For a Doctoral degree thesis, five (5) copies should be submitted.

ii. For a Master's degree thesis, three (3) copies should be submitted.

Copies for final Submission and Repository Deposition (D-Space)

After the thesis has been approved, it must be bound in standard form, Art vellum or cloth, overcast, edges uncut. A hard copy of a thesis that has been accepted for the award of either a Master's or Doctoral degree shall be sent to the School of Graduate Studies. **A Word Document, PDF Version of the Final Thesis, and a Plagiarism Report/Receipt showing Dates, total**

words, and Character count shall be submitted in a pen drive along with the hard copies to the School of Graduate Studies.

Labeling of Final Hard Copy

i. Front Cover

The front cover of the final copy should be lettered boldly (0.5 cm to 1.25 cm) with the Title, Author and Date (Month and Year).

ii. Spine

The spine of the thesis should be lettered boldly up back (0.5 cm to 1.25cm) with the degree, year, and name, before the Registrar publishes the award of the degree.

Binding Color

The color scheme for a Master's thesis shall be deep blue, while that for Doctoral degrees shall be wine.

Paragraphing

Every paragraph in the thesis should have at least three sentences, and each of them should develop one main idea and have a topic sentence that expresses this idea. The text should be fully "justified".

Other Considerations

1. The standard Formatting style as prescribed by the faculty for the dissertation is the American Psychological Association (APA) style, which should be used by students and must be consistent throughout the paper.
2. The Font should not be larger than 12-point, and the font choice should be easily readable (Times New Roman is acceptable).
3. Text should be double-spaced.
4. Each chapter heading should begin from a fresh page.
5. There is no officially required paper length, but a student's dissertation should not be less than 65 pages, excluding the preliminary pages, references and appendix. Hence, 65 - 70 pages is typical.

Further Reading

Imenda, S. (2014). Is There a Conceptual Difference between Theoretical and Conceptual Frameworks? J Soc Sci, 38(2): 185-195.

Liehr, P. and Smith M.J. (1999). Middle range theory: Spinning research and practice to create knowledge for the new millennium. *Advances in Nursing Science*, 21(4): 81-91.

PROJECT TEMPLATE

Headings Formatting for Project work (e.g.)

Preliminary Pages (Initial Pages)

Title Page (Level 1)

Declaration (Level 1)

Acknowledgment (Level 1)

Dedication (Level 1)

Table of Contents (Level 1)

List of Illustrations (Level 1)

List of Figures (Level 1)

List of Tables (Level 1)

List of Abbreviations (Level 1)

Abstract (Level 1)

CHAPTER ONE (Level 1)

INTRODUCTION (Level 1)

The introduction sets the stage for the entire study, outlining its relevance, objectives, and structure. It serves as a foundation for understanding the significance of the research and what it aims to achieve.

Background to the Study (Level 2)

The advent of digital communication technologies has facilitated a shift towards remote work, significantly impacting traditional workplace dynamics. This section explores the historical evolution of remote work, its acceleration due to global events like the COVID-19 pandemic, and its implications for the future of work.

Statement of the Problem (Level 2)

Despite the advantages offered by remote work, such as flexibility and the potential for increased productivity, there are notable challenges and uncertainties. Employees and organizations face issues related to communication, collaboration, and maintaining work-life balance.

This section articulates the specific problems that the study aims to address, highlighting the gap in existing research regarding the long-term effects of remote work on productivity.

Justification and Significance of the Study (Level 2)

This research is justified by the need to better understand the impact of remote work on employee productivity, especially in light of recent shifts towards more flexible working arrangements. The significance of the study lies in its potential to inform policy-making, organizational strategies, and individual practices to optimize the benefits of remote work while mitigating its challenges.

Research Questions (Level 2)

1. How does remote work affect employee productivity and job satisfaction?
2. What are the key factors influencing the effectiveness of remote work?

These questions guide the research, focusing on understanding the nuances of remote work's impact on productivity and identifying strategies for improvement.

Objectives of the Study (Level 2)

General Objective (Level 3)

To explore the impact of remote work on employee productivity.

Specific Objectives (Level 3)

1. To assess the factors that contribute to or hinder productivity in remote work settings.
2. To evaluate the role of technology in supporting remote work practices.
3. To identify strategies for enhancing productivity and job satisfaction among remote workers.

These objectives outline the study's goals, providing a clear framework for the research and analysis.

The Organization of Study (Level 2)

This section provides an overview of the study's structure, briefly describing the content of each chapter and how they contribute to addressing the research questions and objectives.

Summary of Chapter (Level 2)

A concise summary that recaps the key points discussed in the chapter, reinforcing the study's purpose and laying the groundwork for the subsequent chapters.

CHAPTER TWO (Level 1)

LITERATURE REVIEW (Level 1)

The Literature Review chapter critically examines existing research and theories related to the impact of remote work on employee productivity. This chapter synthesizes the current knowledge base, identifies gaps, and positions the current study within the broader academic discourse.

The Conceptual Framework/Theoretical Framework or both (as applicable) (Level 2)

This section introduces the conceptual or theoretical lenses through which the study approaches the topic of remote work and productivity.

It might discuss theories related to telecommuting, self-determination theory, and any models that conceptualize the relationship between work environment and productivity. The aim is to establish a foundation for understanding the variables and dynamics at play in remote work scenarios.

Key Topics for Specific Objectives

Technological Advancements and Remote Work (Level 3)

This subsection reviews the literature on how technological advancements have enabled the rise of remote work, focusing on the tools and platforms that support virtual collaboration, communication, and productivity.

Impact of Remote Work on Productivity (Level 3)

A discussion on studies that have explored the effects of remote work on employee productivity. This includes research findings on both the positive impacts, such as increased flexibility and decreased commute times, and negative impacts, like isolation and blurring of work-life boundaries.

Work-Life Balance in Remote Work Settings (Level 3)

Examining research on how remote work affects employees' ability to balance their professional and personal lives, including the strategies that individuals and organizations have implemented to manage these challenges.

Gaps in Literature (Level 2)

After reviewing the existing literature, this section identifies the gaps or areas that are under-researched. For instance, it might highlight the need for more empirical studies on the long-term impacts of remote work on productivity or how different sectors and job roles experience remote work differently.

Summary of Chapter (Level 2)

Concludes the chapter with a summary of the key findings from the literature review, emphasizing how the identified gaps justify the current study's research questions and objectives. This summary also sets the stage for the next chapter, where the methodology for addressing these research gaps is detailed.

CHAPTER THREE (Level 1)

METHOD (Level 1)

This chapter details the research design, population, sample size, data collection methods, and analysis techniques employed to investigate the impact of remote work on employee productivity. It provides the foundation for understanding how the research was conducted, ensuring the study's reliability and validity.

Research Design (Level 2)

This section describes the overall framework of the study, specifying whether it is qualitative, quantitative, or mixed-methods. For instance, a mixed-methods approach might be used to explore the nuanced effects of remote work on productivity, combining quantitative surveys to gather broad data with qualitative interviews for in-depth insights.

Population and Sampling (Level 2)

Study Population (Level 3)

Identifies the broader group of individuals relevant to the study, such as remote workers across various industries.

Sampling Technique and Sample Size (Level 3)

Explains how participants were selected from the study population (e.g., random sampling, purposive sampling) and the rationale for the chosen sample size. This section ensures the sample is representative of the population to generalize findings accurately.

Data Collection Methods (Level 2)

Outlines the tools and techniques used to gather data, detailing the use of surveys, interviews, observation, or existing datasets. For each method, the section describes how data were collected, the rationale behind each method's selection, and how they align with the research objectives.

Surveys *(Level 3)*

Explains the use of surveys in collecting quantitative data on remote work productivity.

Design of Survey Instrument. **(Level 4)** Outlines the process of creating the survey, including the selection of questions and the rationale behind question types (multiple choice, Likert scale, open-ended).

Question Categories. ***(Level 5)*** Describes different categories of questions (e.g., demographics, work habits, productivity measures) and their importance in the research.

Pilot Testing. ***(Level 5)*** Details the pilot testing process for the survey, including feedback collection and subsequent revisions to ensure clarity and reliability.

Administration of Survey. **(Level 4)** Covers how the survey was distributed to participants (e.g., online platforms, email) and strategies used to maximize response rates.

Participant Recruitment. ***(Level 5)*** Discusses how participants were identified and recruited for the study, including any incentives offered for participation.

Data Collection Timeline. ***(Level 5)*** Outlines the timeline for survey distribution and collection, explaining any adjustments made to accommodate participants' availability or external factors.

Interviews *(Level 3)*

Describes the qualitative data collection through semi-structured interviews.

Development of Interview Guide. *(Level 4)* Explains how the interview guide was created, including how questions were designed to elicit detailed insights into participants' experiences with remote work.

Thematic Areas. *(Level 5)* Specifies the main themes the interview aimed to explore (e.g., challenges with remote work, strategies for maintaining productivity).

Interviewer Training. *(Level 5)* Details the training process for interviewers, emphasizing techniques for prompting detailed responses and managing sensitive topics.

Instrumentation (Level 2)

If specific instruments, like survey questionnaires or interview guides, were developed for the study, this subsection provides details about their design, validation process, and how they were administered.

Data Analysis (Level 2)

Describes the procedures used to analyze the collected data. For quantitative data, it might detail statistical tests and software used for analysis. For qualitative data, it could explain coding strategies and thematic analysis techniques.

Ethical Considerations (Level 2)

Highlights the measures taken to protect participants' rights and welfare during the research process, including informed consent, confidentiality, and data security.

Limitations of the Study (Level 2)

Acknowledges any potential limitations or biases in the study design, data collection, or analysis that could influence the findings' interpretation.

Summary of Chapter (Level 2)

Provides a concise overview of the methodology chapter, summarizing the key points about the research design, data collection, and analysis methods. This summary ensures the reader has a clear understanding of how the study was conducted and the basis for the findings presented in subsequent chapters.

CHAPTER FOUR (Level 1)

RESULTS AND DISCUSSION (Level 1)

This chapter elucidates the data analysis outcomes, interpreting the results in the context of the research questions and objectives. It provides a critical examination of what the findings reveal about the impact of remote work on employee productivity. It integrates these insights with the theoretical framework and literature review discussed in previous chapters.

Presentation of Results (Level 2)

This section systematically presents the findings from the data analysis, using tables, figures, and descriptive text to convey the results clearly. For a study on remote work and productivity, this might include:

Demographic Data (Level 3)

Provides an overview of the participant demographics, such as age, gender, industry, and years of experience working remotely, to give context to the findings.

Quantitative Findings (Level 3)

Summarizes the results from survey data, possibly including statistical analyses that reveal trends, correlations, or differences between groups concerning productivity metrics, work habits, and satisfaction levels.

Qualitative Insights (Level 3)

Shares thematic findings from interviews or open-ended survey responses, highlighting common themes related to the advantages and challenges of remote work, strategies for maintaining productivity, and the impact on work-life balance.

Discussion of Findings (Level 2)

Interprets the results, connecting them back to the research questions and objectives. This section critically analyzes how the findings align with or diverge from previous research and theories discussed in the Literature Review chapter.

Implications of Remote Work on Productivity *(Level 3)*

Discusses the implications of the findings for understanding the impact of remote work on productivity, including the role of factors such as technology, workspace ergonomics, and organizational support.

Addressing the Research Objectives *(Level 3)*

Evaluates how the findings address the study's specific objectives, providing a detailed analysis of what the results mean for each objective.

Comparative Analysis with Existing Literature *(Level 3)*

Compares the study's findings with existing research, noting similarities and differences. This comparison helps situate the study within the broader academic field.

Limitations and Future Research (Level 2)

Acknowledges the limitations of the current study and suggests areas for future research. This could include potential biases, the generalizability of the findings, and unexplored variables that could impact remote work productivity.

Summary of Chapter (Level 2)

Concludes the chapter with a summary of the key findings and their implications, highlighting how the study contributes to the existing knowledge on remote work and productivity. This summary underscores the study's value and sets the stage for the concluding chapter.

CHAPTER FIVE (Level 1)

CONCLUSIONS AND RECOMMENDATIONS (Level 1)

This chapter concludes the study by reflecting on the research findings, their implications for theory, practice, and policy, and suggesting areas for further research. It revisits the study's objectives and research questions, providing a concise summary of how the findings addressed these areas and what this means for the understanding of remote work and productivity.

Conclusion (Level 2)

Summarizes the key findings of the research, emphasizing how the data answered the research questions and met the study's objectives. This section should revisit the significance of the study, highlighting its contributions to the existing literature on remote work and productivity. It may also discuss the broader implications of the findings for organizations, employees, and policymakers in the context of an increasingly remote workforce.

For instance, the conclusion might underscore the critical role of technology in enabling remote work, the importance of establishing clear communication channels, and the need for strategies to support work-life balance to maximize productivity outside traditional office settings.

Recommendations (Level 2)

Based on the study's findings, this section provides actionable recommendations for different stakeholders. Recommendations can be categorized as follows:

- **For Organizations:** Suggestions might include investing in technology and training to support remote work, implementing policies that promote flexibility while ensuring productivity, and fostering a culture that values work-life balance.

- **For Employees:** Recommendations could focus on best practices for managing time effectively, strategies for maintaining professional and personal boundaries, and tips for leveraging technology to enhance productivity.
- **For Future Research:** Identifies gaps in the current study that future research could address, suggesting new research questions or methodologies that could further explore the impact of remote work on productivity; this might include studies on long-term productivity trends in remote work, comparative analyses across different sectors, or the psychological impacts of remote work on employees.