Ethiopian Civil Service University
School of Graduate Studies
(SGS)

Graduate Thesis and Dissertation Writing Guideline

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1. OVERVIEW OF THE GUIDELINE

1.1. Introduction

Scientific research is a systematic series of planned processes, involving a rigorous examination of the issues under investigation to propose future actions. Composing a master's thesis or a doctoral dissertation assesses candidates' intelligence, endurance, and dedication. Successfully completing these endeavors creates the prospect to organize, articulate, and present scholarly work in a scientific and persuasive manner. Furthermore, it enables the pursuit of additional scholarly projects, presenting findings to a broader audience at a more advanced level, adhering to the standards outlined in the

Thesis and Dissertation Writing Guideline. This sub-section of the guideline elucidates the purpose, scope, and structure of the guideline.

This guideline outlines a comprehensive procedure for postgraduate students and their supervisors, guiding them through the development of proposals and the subsequent writing of the thesis/dissertation at ECSU. The motivation for creating this guideline stems from the acknowledgment of the necessity to adhere to guidelines mandated by the University Senate Legislation.

This guideline is the culmination of extensive efforts by the task force established by the Academic Vice President at ECSU. The task force comprises seven academic staff members, with two representatives from each college, and the Director of the School of Graduate Studies. Since its inception, the task force has diligently worked on modifying the old guideline by gathering insights from various universities and research institutions both within the country and abroad. A comprehensive review of guidelines from public and private Higher Education Institutions in the country was conducted, and valuable experiences were extracted from international counterparts to enhance the guideline. Furthermore, the guideline has been meticulously aligned with the provisions of the new ECSU Legislation (2023).

Consequently, this guideline is anticipated to be adopted by all academic units within ECSU that oversee graduate studies at the master's and Ph.D. levels. While, in certain instances, academic units may modify specific sections of the guideline to align with their distinct requirements based on the nature of their fields of study, with priory approval by the council of graduate studies of the university. The Director of Graduate Studies (DGS) expresses its gratitude to the members of the Task Force for their exceptional dedication in revising the guideline and acknowledges the support of concerned offices and academic staff throughout the entire revision process.

1.2. Purpose of the Guideline

The purpose of this guideline is to:

- Serve as a quick and specialized reference for academic unit heads, supervisors, candidates, and other stakeholders involved in thesis/dissertation writing.
- Establish standardized working procedures across academic departments/schools, colleges/institutes within the university.

- Define methods to effortlessly integrate and conduct graduate studies at ECSU, ensuring the maintenance of high-quality standards.
- Foster a sense of accountability, responsibility, and transparency at all levels, involving both students and their supervisors.
- Integrate our graduate research endeavors with international research practices to enhance the internationalization of our graduate research work.

1.3. Scope of the Guideline

This guideline emphasizes crucial steps for prospective graduates across all academic units of ECSU, particularly those engaged in composing their master's thesis and doctoral dissertation. The guide offers a concise roadmap on crafting a proposal and developing the final thesis/dissertation document. It encompasses pertinent technical and formatting procedures, details on preliminary pages, and insights into the overall structure and organization of proposal and thesis/dissertation writing. Additionally, the guide delves into styles for writing thesis/dissertation reports, as well as citation and reference writing conventions.

The primary aim of this guideline is to establish a standardized and consistent approach to research writing, thereby enhancing the quality and uniformity of graduate research practices within our university. Consequently, the concerned academic units will not accept any thesis/dissertation that does not adhere to the standards outlined in this document. In cases where discrepancies arise between the requirements detailed in this guideline and those specified in advisors/department guidelines, this guideline takes precedence. It is essential to note that using researches from past years housed in the library as standards for thesis/dissertation preparation is discouraged, as they may not reflect current standards or requirements. Such a practice will not be considered an acceptable excuse for failing to conform to Director of Graduate Studies (DGS) specifications or those of the designated guidelines.

1.4. Structure of the Guideline

The initial section of this document has introduced key aspects of the guideline, encompassing its purpose, scope, and structure. The subsequent sections detail the technical layout, covering formatting requirements, writing styles, and citation and reference conventions. The final part offers insights into proposal development and thesis/dissertation writing matters.

2. STRUCTURE OF A PROPOSAL AND THESIS/DISSERTATION)

2.1. Structure of a Proposal

The proposal format for both thesis and dissertation follow a similar structure. The overall framework includes preliminary pages, three main body chapters, and annexes. They must adhere to the specified order outlined below:

i) Cover Page
ii) Title Page
iii) Declaration
iv) Approval Forms
v) Acknowledgments
vi) Table of Contents
vii) List of Tables
viii) List of Figures
ix) List of Abbreviations and Acronyms
x) List of Annex
xi) Abstract (Optional)

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1.7. Operational Definition (Optional)
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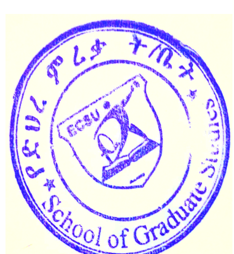
3. RESEARCH METHODOLOGY



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2.2. Structure of Thesis

The structure of the final master's thesis must contain preliminary pages, the main body consisting five chapters, a reference list, and annexes. They must be organized in the following list of order.

- ✓ **PRELIMINARY PAGES**
   i) Cover Page
   ii) Title Page
   iii) Declaration
   iv) Dedication
   v) Approval Forms
   vi) Acknowledgments
   vii) Table of Contents
   viii) List of Tables
   ix) List of Figures
   x) List of Abbreviation and Acronym
   xi) List of Annex

xii) Abstract

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study
1.2. Statement of the Problem
1.3. Research Questions or Hypotheses
1.4. Objectives of the Study
   1.4.1. General Objective
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5. **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**
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5.2. Conclusions
5.3. Recommendations
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2.3. Structure of PhD Dissertation

The preliminary pages, introduction (chapter one), literature review (chapter two), research methodology (chapter three), and the final chapter (summary, conclusion, and recommendation) adhere to a structure similar to master's thesis writing. However, a notable deviation occurs in the treatment of the result and discussion section for a PhD dissertation. Due to the comprehensive nature of the dissertation, it is advisable to allocate separate chapters for each objective within the result and discussion section. This approach recognizes the heightened workload and depth of research associated with a doctoral-level dissertation. In contrast, a master's thesis consolidates the 'result and discussion' section into one chapter (chapter four), as explicitly stated earlier. This approach ensures a thorough and in-depth exploration of each objective within the broader context of the PhD dissertation, aligning with the advanced academic expectations inherent in doctoral research.

Hence, students are advised to structure the dissertation in the following manner: the introduction is covered in chapter one, the literature review in chapter two, and the research methodology in chapter three. In chapter three (methodology), all overarching research methodology aspects, including research design, approach, sampling procedures, and data collection techniques, are outlined comprehensively. However, specific objective-related issues such as method of analysis and model specification (if applicable) should be addressed under each chapter corresponding to the specific objective.

Following the completion of chapter three (research methodology part), PhD students are encouraged to organize their result and discussion sections as individual chapters for each specific objective. Consequently, the first objective of the dissertation becomes chapter four. This chapter should commence with a brief introduction followed by model specification and methods of analysis pertinent to this specific objective, if any, without redundancy what was done in methodology chapter. Furthermore, the presentation of findings, along with a rigorous interpretation and discussion of these findings, should be articulated in this section. When presenting results and engaging in discussion, it is recommended to first state the findings under separate sub-titles and proceed with the discussion in distinct sub-sections, adhering to the prescribed format for master's theses.

Likewise, the second objective of the dissertation should be presented as chapter five, following analogous procedures as detailed above. This involves emphasizing objective-specific methodology issues, presenting findings, and providing thorough interpretation and discussion. This pattern is sustained for the remaining objectives of the dissertation, with each objective exhaustively analysed and incorporated as a dedicated chapter, following the same outlined procedure.
Subsequently, the summary, conclusions, and recommendations serve as the concluding common chapter, followed by the reference list. In essence, a dissertation research project with, for instance, four objectives will encompass a total of eight chapters.

3. TECHNICAL LAYOUT OF THE THESIS/DISSERTATION

3.1. Formatting Requirements (Standards)

Font Type and Size:

The entire content of a proposal or thesis/dissertation should be composed in Times New Roman with a font size of 12. However, the following exceptions apply:

- All main headings (or chapters) must be formatted in 14 font sizes, bold, written in block (capital) letters, and centered.
- For the first sub-headings, the initial letters of the main words should be in block letters, with a font size of 13, and written in bold.
- Lower-order sub-headings should be in 12 font sizes and bold. However, only the first letter of the first main word should be in block letter.
- On the title and cover pages, the title (topic) must be in 20 font sizes, while the rest of the text on these pages should be in 16 font sizes.
- The abstract of the thesis/dissertation should be in 11 font size, Times New Roman, and written in italic style.
- Table or figure captions, endnotes, footnotes, references, and long quotations should be in 11 font sizes.

In summary, except for the specific instances listed above, the entire text of the document (proposal, thesis/dissertation) should maintain a consistent and uniform approach in terms of font type, size, and cases.

Spacing and Margins

Line Spacing: The entire document (proposal or thesis/dissertation) should adopt a 1.5 line spacing for the entire text. However, specific exceptions include:

- The abstract, reference section, long quotations, long endnotes or footnotes, and long captions, are recommended to be prepared in single space.
- Maintaining one free spacing between paragraphs and between headings (sub-headings) and a paragraph is recommended.
- Tables, figures, and appendixes should be single-spaced as long as they remain readable.
- Additionally, single spacing between each reference entry is required, and the second line of a reference should be indented (or as prescribed by APA style).

Margins: Establish a 1.5-inch spacing margin at the left border, with 1-inch margins for the top, bottom, and right sides.

Text Alignment: To enhance readability, it is essential to align the content in both left and right margins (or justify the document) in the main text.

Page Numbers:

- All preliminary pages should be numbered in the Roman numeral system (i, ii, iii, etc.), while the main body must be numbered in the Arabic numeral system (1, 2, 3.) and should be centered.
- Commence new chapters on a new (fresh) page.
- The first line after the heading or sub-heading should be indented, with the rest of the text aligned to the left.
- It is advisable to complete a table on one page, minimizing the extension of tables to the next page whenever possible.
- Utilize Microsoft Word tools to automatically generate the table of contents, list of figures, and list of tables.

Language and Grammar:

- The proposal or final thesis/dissertation should undergo careful editing to rectify language and grammar issues. Full responsibility for these aspects lies with the student and their supervisor/s.
- In case of necessity, students might be obligated to provide testimonial letters affirming the engagement of professional editors for language and related editorial services.

Plagiarism: Plagiarism is an academic theft, involving the use of someone else's words or ideas without proper acknowledgement. In academic writing, this includes quoting without using quotation marks or paraphrasing without providing the appropriate citation. The University maintains zero tolerance for plagiarism, and the following procedures aid in preventing or minimizing such occurrences:

- Ensure that your Thesis/Dissertation is original, unpublished, and has not been submitted elsewhere for publication or to receive any degree, either at Ethiopian Civil Service University or elsewhere.
- If quoting more than 500 words from a published work in your thesis/dissertation, you must submit a copy of the permission obtained from the respective copyright holder.
- Properly cite the source of any table, figure, or photograph in your thesis/dissertation that is not the result of your original fieldwork.

- If modifications were made to the original figure, table, or photograph, indicate it as "modified from 'name of author/organization'" or "after 'name of author/organization'".
- All other quotations, reviewed literature, tables, figures, photographs, etc., must be appropriately cited using the "APA Style."
- If any table, figure, or photograph is a result of your own fieldwork, acknowledge it as a source, for example: Own Field Survey, 2010.

Moreover, the colleges and academic units will perform plagiarism checks on the student's proposal and thesis/dissertation utilizing the software provided by the University. Procedures for conducting these checks are clearly stated in the graduate research policy and procedure, supplemented by a concise guideline on plagiarism assessment to be provided by the University. Failure to comply with the given guidelines and engaging in plagiarism may lead to severe consequences, as stipulated in the Senate Legislation and graduate research policy.

3.1. Page Limits and Submission Date

Page Limits and Proportional Distribution for Thesis/Dissertation

To enhance writing efficiency and the quality of the thesis/dissertation, it is crucial to establish total page limits with specified minimum and maximum thresholds. Drawing from the experience of various universities in Ethiopia (such as Jimma University) and others abroad, the following page limits and percentage weights assigned to each chapter are recommended:

Master's Thesis:

- Proposal: 25 pages (minimum) to 32 pages (maximum)
- Final Document: 50 pages (minimum) to 70 pages (maximum)
- Bothe excluding all preliminary pages and the list of annexes

Ph.D. Dissertation:

- Proposal: 32 pages (minimum) to 42 pages (maximum)
- Final Document: Minimum of 120 pages to a maximum of not more than 250 pages
- Both excluding preliminary pages, references, and annexes.

It is imperative to adhere strictly to the specified page numbers, as counts below the minimum or exceeding the maximum are not acceptable.

Finally, the submission dates must align precisely with the academic calendar of the University, and an attempt of any submissions after or before the academic calendar or roadmap to be specified on the graduate research policy and procedure will not be accepted. Refer to Table 1 and 2 for a detailed proportional distribution of pages for each chapter.

Table 1: Page limits and proportions for each chapter (PhD dissertation and Master's Thesis)

Chapter	PhD Proposal		Master's Proposal	
	Minimum page	Maximum page	Minimum page	Maximum page
Introduction	5	6	4	5
Literature review	15	20	12	15
Methodology	10	12	7	8
Work plan	1	2	1	2
Budget	1	2	1	2
Total pages	**32**	**42**	**25**	**32**

Table 2: Page limits and chapter weights for PhD Dissertation and Master's Thesis

Chapter	Weight in %	PhD Dissertation		Master's Thesis	
		Min. page	Max. page	Min. page	Max. page
Introduction	10	12	25	5	7
Literature review	30	36	75	15	21
Methodology	15	18	38	8	11
Findings	5	6	12	3	3
Discussion	30	36	75	15	21
Summary, Conclusion and recommendation	10	12	25	5	7
Total pages	**100**	**120**	**250**	**50**	**70**

3.2. In-Text Citations and Referencing List

As a standard, ECSU follows the APA referencing style, with the most recent edition being the 7th version. The APA Style, established by the American Psychological Association, comprises two essential components: in-text citations and reference lists.

Referencing and in-text citation in APA

In APA style, it is imperative to incorporate an in-text citation whenever you quote or paraphrase a source within your work. In-text citations are integrated into the body of your writing, providing a brief acknowledgment of the source of the information utilized. Each in-text citation corresponds to a comprehensive reference list entry on a separate page at the conclusion of your document. It is advisable to insert references as you write, whether you are directly quoting or paraphrasing the work of others. Delaying this process may lead to forgetting crucial details. Additionally, when quoting information, it is essential to include a page number, while paraphrased information may omit this requirement.

In-Text Citation Standards: While there might be slight variations based on your information sources, adhere to the following guidelines for in-text citation:

- For works with two authors, consistently cite both names each time the reference appears in the text.
- If a work has three, four, or five authors, cite all authors the first time; subsequently, include only the surname of the first author followed by "et al." (not italicized) and the year.
- In cases with six or more authors, cite only the surname of the first author followed by "et al." and the year for both the first and subsequent citations.
- Within a paragraph, omit the year in subsequent references, as long as this does not lead to confusion. For example, Admassu and Beneberu (2019) asserted that "there is no dietary diversity difference between male-headed and female-headed households in rural Ethiopia." These authors further contend that the dietary diversity score of the same household varies based on the seasons of data collection. It important to note that APA allows two forms of in-text citations: narrative citation and parenthetical citations.

Narrative Citations:

Narrative citations involve incorporating the author's name directly into the 'narrative' of your writing, with the year and page number presented in separate sets of parentheses. The year is always enclosed in brackets after the author's name. This style is commonly employed when introducing a direct quotation, although it can also be utilized when paraphrasing.

Examples of Narrative Citations:

1) According to Admassu and Beneberu (2019, p.1), “there is no dietary diversity difference between male-headed and female-headed households in rural Ethiopia.”
2) Admassu and Beneberu (2019, pp.15-16) argue that “human, natural, and physical capital possession differences among the rural households greatly influence their dietary diversity.” (Note: Double "pp" indicates information is taken from more than one page.)

Parenthetical Citations:

Parenthetical citations involve including the author's name, date, and page number within a single set of parentheses at the end of a sentence containing secondary material. This form of citation is commonly employed with paraphrased information, but it can also be used for direct quotations.

Example of Parenthetical Citation:

Human, natural, and physical capital possession differences among the rural households greatly influence their dietary diversity (Admassu & Beneberu, 2019).

Examples of Citing a Secondary Source:

1) Narrative Example: Hoddinott & Yohannes (2002 as cited in Admassu & Beneberu, 2019) argued that the Household Dietary Diversity score is a good measure of food security.
2) Parenthetical Example: The Household Dietary Diversity score is a good measure for food security (Hoddinott & Yohannes, 2002, as cited in Admassu and Beneberu, 2019).

Important Note: In both cases, it's crucial to highlight that only Admassu and Beneberu's work should be included in the reference list. The work of Hoddinott & Yohannes should not be listed in the reference section.

Citing Multiple Sources: When citing multiple sources, arrange them from the most recent to the oldest, separated by semicolons, as illustrated in the example below:

Example: A number of authors (Kriesemer, Keding, Huluka, & Dürr, 2021; Admassu & Beneberu, 2019; Arndt & Jones, 2015; Tesfay, Seifu, Solomon, & Katia, 2014) acknowledge that "food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.

Reference List: Clarification

The reference list serves as a comprehensive compilation of sources that have been directly quoted or paraphrased in your work, offering readers detailed information to locate the referenced material. It is crucial to differentiate between a bibliography and a reference list.

Bibliography: A bibliography encompasses all the sources you have read that may have influenced your research, regardless of whether you directly quote or paraphrase information from them in your work.

Reference List: On the other hand, a reference list is exclusive to the sources whose information you directly quote or paraphrase in your work. Typically, your tutors will expect you to include a reference list with your assignments.

The reference list is organized alphabetically and begins on a new page immediately after the last page of your paper. The heading "References" should be centered, not italicized or underlined. Each reference is formatted with a hanging indent of 1 cm, without the use of bullets or numbers. It is advisable to add extra space (1 pts) after each entry. Starting your reference list as you work on your assignment, adding items as you locate each source, can save time and energy later. Utilizing reference management softwares such as EndNote, Mendeley, Lytro, or Microsoft Word is strongly recommended for efficient organization.

Reference List Guidelines: Ensuring consistency and clarity, adhere to the following guidelines for creating your reference list:

- Entries should be in alphabetical order, either by the author's last name or by the title for sources without authors.
- Author's first names should be reduced to initials.
- Entries are double-spaced and conclude with a period.
- For article titles, capitalize only the first word and proper nouns.
- Use the ampersand " & " instead of "and" for entries with multiple authors.
- Abbreviate page numbers using "p." or "pp."
- The first line of an entry aligns with the left margin. If an entry spans two lines, indent the second line by one-half inch.
- Italicize books and journals; do not underline them.

These guidelines ensure a uniform and organized presentation of your reference list, facilitating easy readability and comprehension for your readers.

Citing Books

Basic Format

Author Name. (Year of publication). *Title and subtitle*. City of publication: Name of publisher.

Citing Articles from Journals, Magazines, and Newspapers

Basic Format

Author's Name. (Date of publication in Parenthesis). Title and subtitle. *Journal Title*, Volume number, Page number.

Citing Internet Websites and Blogs

Websites often deviate from traditional publication rules, necessitating improvisation to ensure accurate and comprehensive information. In such cases, strive to provide the essential details required, adapting to the unique characteristics of online sources.

- Author, if listed
- Website Title
- Date of Publication, (If none, put "n.d.")
- Retrieval Statement (or "Available from" and a homepage)

Single Web Page

ECSU Library. *Introduction to Research.* (n.d.). Retrieved April 1, 2022, from the ECSU Library website: [URL]

YouTube Video

Basic Format

Poster's Username/Author. (Publication Year) *Title of Video Clip*. Medium. Retrieved from [URL to video]

Personal communications

Personal communications include:

- telephone conversations
- interviews or notes that are not recoverable
- emails
- private letters
- non-archived discussion groups

In-text Citation for Personal Communication:

When citing personal communication, such as emails, in your text, follow this format:

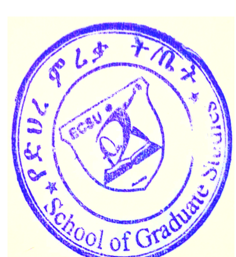
Shibabaw (personal communication, January 25, 2019) suggested in an email that...

Note: No entry in the reference list is needed for personal communications, as they cannot be retrieved.

For a more detailed guide on APA 7th referencing style, refer to: [APA 7th Guide] (https://aut.ac.nz.libguides.com/APA7th)

Article with a DOI

Dilkes-Frayne, E., Savic, M., Carter, A., Kakanovic, R. & Lubman, D. I. (2019). Going online: The affordances of online counseling for families affected by alcohol and other drug issues. Qualitative Health Research, 29(14), 2010–2022. https://doi.org/10.1177/1049732319838231



Article without a DOI and not from a Library database

Dayton, K. J. (2019). Tangled arms: Modernizing and unifying the arm-of-the-state doctrine. The University of Chicago Law Review, 86.6, 1497–1737. https://bit.ly/2SkWwcy

Article without a DOI from a Library database, or a print version

Admassu, T. H., & Beneberu, A. W. (2019). Determinants of household dietary diversity in the Yayo biosphere reserve of Ethiopia: An empirical analysis using sustainable livelihood framework. (F. Yildiz, Ed.) *Cogent Food & Agriculture*, 1-29.

Kriesemer, S. K., Keding, G. B., Huluka, A. T., & Dürr, J. (2021, February 19). Leafy Vegetables under Shade? Performance, Consumer Acceptance, and Nutritional Contribution of Cowpea (Vigna unguiculata (L.) Walp.) Leaves in the Yayu Coffee Forest Biosphere Reserve in Southwest Ethiopia. *Sustainability*, *13*(2218), 1-15.

Tesfay, B., Seifu, G., Solomon, S., & Katia, M. (2014). Urban food insecurity in the context of high food prices: A community-based cross-sectional study in Addis Ababa, Ethiopia. *BMC Public*

Review articles

McAloon, J. (2020). Marilyn Waring: The political years [Review of the book The political years, by M. Waring]. New Zealand Journal of History, 54(1), 143–144.

Article in press

Ruiza,L. A., Serranoa, L., Españab, P. P., Martinez-Indartc, L., Gómeza, A., Urangab, A., Castroa, S., Artarazb, A., & Zalacaina, R. (in press). Factors influencing long-term survival after hospitalization with pneumococcal pneumonia. Journal of Infection.

Magazine article

Bilger, B. (2019, November 25). Can babies learn to love vegetables? The New Yorker. https://www.newyorker.com/magazine/2019/11/25/can-babies-learn-to-love-vegetables

Newspaper article

Class actions key feature of litigations. (2020, January 8). The Northern Advocate, A014.

Books with More than one publisher

List all publishers in the order they appear separating names with a semicolon.

Page, J. T., & Parnell, L. J. (2019). Introduction to strategic public relations: Digital, global, and socially responsible communication. Sage.

Books and ebooks with DOI

Ewert, E. W., Mitten, D. S., & Overholt, J. R. (2014). Natural environments and human health. CAB International. https://doi.org/10.1079/9781845939199.0000

Group author (organisation)

The CORE Team. (2017). The economy: Economics for a changing world. Oxford University Press.

Edited book

Hamilton, L., & Ravenscroft, J. (Eds.). (2018). Building research design in education: Theoretically informed advanced methods. Bloomsbury Academic.

ebook - free online, no DOI

Lessig, L. (2011). Republic, lost: How money corrupts – and a plan to stop it. Twelve. https://lesterland.lessig.org/pdf/republic-lost.pdf

Published conference proceedings

Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. Proceedings of the National Academy of Sciences of the United States of America, 105(34), 12593-12598. https://doi.org/10.1073/pnas.0805417105

Paper presentation

Mason, I. & Missingham, R. (2019, October 21–25). Research libraries, data curation, and workflows [Paper presentation]. eResearch Australasia Conference, Brisbane, QLD, Australia. https://bit.ly/2v1CjRg

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Cochrane, T. & Narayan, V. (2019, February 14–15). Evaluation the CMALT cMOOC: An agile and scalable professional development framework. In R. Shekhawat (Chairs). Breakout session [Symposium]. Scholarship of Technology Enhanced Learning Symposium, Auckland, New Zealand.

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Fletcher Building Limited. (2019). Annual report 2019. https://fletcherbuilding.com/assets/4-investor-centre/annual-reports/2019-annual-report.pdf

Government report

Chiswell, S. & Grant, B. (2019). New Zealand coastal sea surface temperature (Report No. CR388). National Institute of Water & Atmospheric

Research. https://www.mfe.govt.nz/sites/default/files/media/Marine/nz-coastal-sea-surface-

Published theses and dissertations

Miller, T. (2019). Enhancing readiness: An exploration of the New Zealand Qualified Firefighter Programme [Master's thesis, Auckland University of Technology]. Tuwhera. https://openrepository.aut.ac.nz/handle/10292/12338

Unpublished theses and dissertations

Tewart, Y. (2000). Dressing the tarot [Unpublished master's thesis]. Auckland University of Technology.

4. PRELIMINARY PAGES

4.1. Formatting of preliminary pages

This section of the guideline offers a comprehensive explanation for organizing the preliminary pages of both the proposal and the final thesis/dissertation.

Cover Page Formatting: The cover page demands thorough attention in writing.

- Place the official ECSU logo at the top center of the page.
- State the college's name on the first line, followed by the name of the department/school/ institute to which the student belongs.
- Thesis/Dissertation Title: Present the title in block (capital) letters.
- After the title, include the word ***'by'*** followed by the candidate's name.
- Finally, at the bottom right end, specify the month, year, and place of submission, separated by commas. *Refer to Annex 1 for further visual representation***.**

Title Page Formatting: The title page plays a crucial role in conveying essential information. Follow these guidelines for a well-structured title page:

- Include the university's name without the logo.
- Mention the college's name, followed by the department/school/institute information.
- Present the title in capital letters.
- Write 'by,' followed by the student's name.
- Include the names of the supervisors.
- State that the thesis/dissertation is submitted to the specified department/school/institute, indicating it is in partial fulfilment of the requirements for the Masters/Ph.D. degree in the designated field of specialization or program.
- Include the month and year of submission as well as specify the location of the university (e.g., Addis Ababa, Ethiopia). *Refer to Annex 2 for further visual representation*.

Declaration Section: The declaration section is a critical component, and its inclusion is necessary for the final thesis or dissertation. Here are the key elements to include:

- Begin with a statement declaring that the thesis/dissertation is the original work of the candidate.
- Confirm that the work has not been submitted to any other institution for the acquisition of any degree or certificate. ***Refer to Annex 3 for further visual representation.***

Dedication Section (Optional): If you choose to include a dedication section, keep it concise and heartfelt.

- Include the heading "Dedication" centered at the top of the page.
- Write a brief and sincere statement expressing your dedication. For example, "This [thesis/dissertation] is dedicated to..."
- Consider adding a personal touch, such as mentioning family, friends, mentors, or anyone who played a significant role in your academic journey.
- Remember to maintain a formal tone and keep the dedication section in alignment with the overall style of your document.

Supervisor's Approval Page: Ensure a formal and organized structure for the Supervisor's Approval Page. Here's a suggested format:

- Include a clear heading such as "Approval of Proposal/Thesis/Dissertation for Defense" at the top of the page. Center this heading.
- State the name of the college, followed by the name of the department.
- Present a formal declaration by the supervisors confirming the completion of the research work and its readiness for submission. For example, "We, the undersigned, hereby declare that the [proposal/thesis/dissertation] entitled [Title] is complete and ready for defense."
- Below the declaration, provide lines for each supervisor's name, signature, and the date.
- Ensure that the layout is neat and that the information is presented in an orderly manner. This page serves as an official confirmation and should reflect the professionalism of your academic work.

Examiners' Approval Form: Ensure a structured and professional format for the Examiners' Approval Form. Here's a suggested format:

- State the name of the university and then the name of the college. This should be at the top of the page.
- Specify the name of the department, school, or institute.
- Include a clear heading such as "Approval of Thesis/Dissertation after Defense."
- Present a formal statement from the board of examiners indicating their approval of the thesis/dissertation after the defense. For example, "We, the undersigned, as the board of examiners, hereby approve the thesis/dissertation entitled [Title] after a successful defense."
- Below the statement, provide lines for each examiner's name, signature, and the date.

Note that, this page is crucial as it signifies the official approval of your thesis/dissertation after a successful defense. Ensure clarity and professionalism in its presentation.

Acknowledgment: In crafting your acknowledgment section, consider the following structure:

- Begin with a brief introductory statement expressing gratitude for the support received during the research work.
- Mention individuals who provided specific support. This could include your supervisors, colleagues, friends, or family members.
- Provide specific details about the nature of their support, such as guidance, technical assistance, or moral support.
- Acknowledge any institutions or organizations that contributed to your research, whether financially or through resources.
- As advised, maintain a secular tone in your acknowledgment. Express gratitude without referencing specific religious terms.
- Conclude with a closing expression of appreciation and a recognition of the collective support that made the research possible.
- The acknowledgment section is a gracious opportunity to recognize those who contributed to your academic journey. Keep it sincere and focused on the individuals and institutions that played a role in your research.

Table of Contents: To ensure a clear and user-friendly table of contents, follow these guidelines:

- Utilize the automatic generation feature in your word processing software to create the table of contents. This ensures accuracy and easy updates if any changes are made.
- Maintain consistent formatting with the headings and sub-headings in the body of the thesis/dissertation.
- Use clear and parallel wording in the table of contents to facilitate easy navigation.
- Consider creating a hyperlink format for the table of contents. This enhances accessibility, allowing readers to navigate directly to specific sections with a click.
- Reflect the hierarchical structure of your document, with major headings and sub-headings clearly indicated.
- Include accurate page numbers for each heading and sub-heading to direct readers to the corresponding sections.

- Ensure consistency between the table of contents and the actual headings in the document. Any changes made in the text should be promptly reflected in the table of contents.

By adhering to these guidelines, you create a functional and well-organized table of contents that enhances the overall readability and navigation of your thesis/dissertation.

List of Tables: Ensure that the list of tables is accurately compiled and formatted using the following guidelines:

- Place the term "List of Tables" at the top of the page, centered, and written in block letters. This heading should be formatted consistently with other preliminary pages.
- Include all tables used in the thesis/dissertation, using the same captions as they appear above the tables in the main text. Captions should accurately describe the content of each table.
- List the tables in numerical order based on their appearance in the document. For instance, Table 1, Table 2, and so on.
- Add the corresponding page numbers for each table. Ensure accuracy, as readers will use these page numbers to locate specific tables.
- Maintain consistency between the List of Tables and the actual tables in the document. If changes are made to captions or table placement, update the List of Tables accordingly.
- Follow the formatting style used in the document for consistency. This may include font type, size, and spacing.
- Consider incorporating hyperlinks for each table in the list. This aids in quick navigation for readers using electronic versions of the document.

Through adhering to these guidelines, you create a well-organized and informative List of Tables that enhances the overall structure and accessibility of your thesis/dissertation.

List of Figures: Ensure the List of Figures is accurately compiled and formatted using the following guidelines:

- Place the term "List of Figures" at the top of the page, centered, and written in block letters. This heading should be formatted consistently with other preliminary pages.
- Include all figures used in the thesis/dissertation, using the same captions as they appear above the figures in the main text. Captions should accurately describe the content of each figure.
- List the figures in numerical order based on their appearance in the document. For instance, Figure 1, Figure 2, and so on.

- Add the corresponding page numbers for each figure. Ensure accuracy, as readers will use these page numbers to locate specific figures.
- Maintain consistency between the List of Figures and the actual figures in the document. If changes are made to captions or figure placement, update the List of Figures accordingly.
- Follow the formatting style used in the document for consistency. This may include font type, size, and spacing.
- If applicable, consider incorporating hyperlinks for each figure in the list. This aids in quick navigation for readers using electronic versions of the document.

You are advised to adhere to these guidelines to create a well-organized and informative List of Figures that enhances the overall structure and accessibility of your thesis/dissertation.

List of Abbreviations and Acronyms: Create a comprehensive and organized List of Abbreviations and Acronyms for your thesis/dissertation using the following guidelines:

- Begin with a heading like "List of Abbreviations and Acronyms." Center this heading at the top of the page and format it consistently with other preliminary pages.
- Arrange abbreviations and acronyms in alphabetical order, disregarding "the" or "a" at the beginning of an entry.
- Ensure consistency in formatting style, including font type, size, and spacing. Maintain the same formatting as other preliminary pages.
- Present each entry with the abbreviation/acronym followed by its full form. For example:
  - ✓ ECSU: Ethiopian Civil Service University
  - ✓ FDRE: Federal Democratic Republic of Ethiopia
- Exclude universally recognized or well-known abbreviations and acronyms that do not require explanation (e.g., kg, km).
- Keep entries clear and concise. Avoid unnecessary complexity, and ensure that the list enhances reader understanding.
- Use the same abbreviations and acronyms as employed in the main text to maintain consistency.
- Optionally, add corresponding page numbers for each entry to assist readers in locating the term's usage in the document.

Adhere to these guidelines and you will produce a well-organized List of Abbreviations and Acronyms, contributing to the clarity and professionalism of your thesis/dissertation.

4.1. Abstract Writing

- The abstract serves as a brief overview of the thesis or dissertation, offering readers a concise summary of its contents. It is composed after completing the entire document, aiming for brevity while ensuring it remains self-contained for readers to form an initial understanding of the work. In the italicized format of a single paragraph, the abstract adheres to a word limit of 250 words for a thesis and 450 words for a dissertation. Notably, it refrains from citing references, and the use of abbreviations is discouraged. While the abstract is optional for proposals, it is an integral component for the final thesis or dissertation.
- Key components of the abstract include a clear and concise statement of the problem, followed by the main study objective. The methodology section briefly outlines data nature and sources, data collection methods, and sampling considerations, encompassing sample size and analysis techniques. Subsequently, the abstract highlights major findings aligned with specific objectives, culminating in conclusive remarks and a concise recommendation. To facilitate indexing and retrieval, three to six relevant keywords are included.

By adhering to these guidelines, the abstract emerges as a comprehensive yet succinct representation of the research work, inviting readers to grasp its essence efficiently.

5. MAIN BODY OF PROPOSAL AND THESIS/DISSERTATION)

Based on the detailed structure and organization outlined for proposals and theses/dissertations in the previous section, the following comprehensive explanation delineates the content and approach for each section.

5.1. Introduction Chapter (Chapter One)

The proposal's main body, whether for a thesis or dissertation, begins with the introduction chapter. The first chapter is titled "CHAPTER ONE," and directly beneath it, the heading "INTRODUCTION" should be centered and presented in capital letters on the second line. The introduction sub-section is in chapter one discretionary. If the candidate opts to include it, this segment must elucidate the chapter's focus, highlight the key variables under consideration, and delineate the organizational structure of the chapter. It should remain unnumbered. Towards the end, the researcher may succinctly outline the number of sections and their sequential arrangement in the first chapter. It is crucial to note that the introduction section should be concise, encompassing just a single paragraph.

5.1.1. Background of the study

The section on the background of the study explores into the rationale for the research by presenting evidence and contextualizing the existing situation. Its purpose is to convey the urgency of the issue at hand and emphasize the necessity of studying it to contribute to its resolution. This section, spanning 2-3 pages, must showcase the researcher's mastery of the subject, demonstrated through a comprehensive understanding of the empirical studies conducted globally, regionally, and nationally, relevant to the study area. To exhibit this mastery, the candidate should utilize current citations, (avoiding older sources) unless they hold historical significance. The candidate is expected to articulate a profound awareness of the historical evolution and theoretical developments within the proposed study area. Precision, consistency, and meticulous writing are paramount in this section.

The background section should be structured in a progression from the general to the specific. The researcher is guided to address the following questions:

a) Globally - What are the key debates and gaps in the subject area to be investigated on a global scale?
b) Regionally - What are the key debates and gaps in the subject area to be investigated within the regional context?
c) Nationally - What are the key debates and gaps in the subject area to be investigated at the national level?
d) Locally - What are the key issues specific to your research area at the local level?

This systematic approach ensures that the researcher provides a comprehensive overview, starting from the broader global context and progressively narrowing down to the specific local context, thus laying a solid foundation for the study.

5.1.2. Statement of the problem

The statement of the problem is a crucial aspect of the research work, with a recommended length of two to three pages in our context.

- It is advisable to introduce the problem concisely in the initial lines of this section using simple language, providing a snapshot for the reader.
- Subsequently, the statement should be elaborated with comprehensive information, including a literature review.
- To aid clarity, the problem statement should investigate into potential questions, emphasizing why and how the issue demands urgent attention, supported by citations of scholarly references.

The problem statement should also prompt questions for the researcher to address. In a thesis/dissertation problem statement, the researcher must strive to answer key questions:

- ✓ What is the problem, and where does it exist? Is it a current issue?
- ✓ Will the problem persist if left unresolved? Who is adversely affected by the problem and why?
- ✓ Does solving the problem contribute to existing knowledge? Why is it imperative to address the problem? What is the research gap?

Maintaining conciseness while ensuring comprehensiveness is crucial for the statement of the problem. The researcher should leverage factual information, such as recent statistical data or citations from prominent authors in the field, to succinctly underscore the magnitude or extent of the problem. Citing major previous research on the subject, where applicable, helps identify knowledge gaps, justifying the necessity of the proposed study.

5.1.3. Research Objectives

Articulate the study's objectives with clarity, precision, and relevance. Ensure that the general and specific objectives align closely with the statement of the problem. The number of objectives should be influenced by the nature of the research question and the relationships the researcher seeks to investigate. As the volume of literature review and data collection is impacted by the number of specific objectives, it is advisable to limit them to 3 to 5. Thus, by clearly defining your objectives, you provide a roadmap for your research, establishing a direct link between the identified problem and the intended outcomes.

5.1.4. Research Questions and /Hypothesis

Research questions and hypotheses serve to enhance the clarity and direction of the research objectives. Research questions are inquiries that the study seeks to answer, shedding light on the problem. On the other hand, hypotheses are tentative assumptions formulated to draw out and test logical or empirical consequences. Whether to include research questions or hypotheses depends on the nature of the study.

- o In exploratory studies, where there are no predetermined relationships to predict, researchers may opt not to state hypotheses.
- o For qualitative studies, hypotheses are generally not required; instead, researchers should articulate research questions.
- o In contrast, quantitative studies typically require either hypotheses or research questions, not both for the same specific objective.

For studies with a quantitative orientation, researchers must present testable hypotheses. It is advisable to formulate alternative hypotheses based on the underlying theory being tested. The number of research questions and hypotheses depends on the nature of the research problem. Please, aim for clarity and relevance, aligning your research questions and hypotheses with the study's objectives and overarching problem statement.

5.1.5. Significance of the study

The significance of the study discusses about its academic contributions and practical applications, enriching both the academic community and the specific organization or sector under investigation. Research serves as a scientific exploration, contributing new knowledge that extends beyond the confines of the present study. The empirical significance of your thesis is evident in its ability to bridge existing gaps in the literature, providing valuable insights into the chosen topic. Moreover, your research may hold policy significance, offering inputs that contribute to filling gaps in existing policies. The potential for practical significance is substantial, allowing others to apply your findings to address real-world implementation challenges. Authenticity and originality are crucial in establishing the genuine impact of your investigation.

To convey the worthiness of your research, outline a list of specific and focused contributions that your findings bring to the literature. Offer substantial evidence supporting the unique value of your study, reinforcing its significance for both academic and practical realms.

5.1.6. Scope of the study (geographical, time, and thematic scope)

The scope of the research delineates the boundaries and limits of the study, encompassing various aspects such as the content, geographical area, time span, and methodological considerations.

- **Content Scope**: This aspect defines the specific variables under investigation, outlining both independent and dependent factors that will be considered within the research. It sets the parameters for the subjects or elements that will be analysed, providing a clear focus for the study.
- **Geographical Scope:** The geographical scope outlines the spatial limits of the research. It specifies the locations or regions that will be included in the study, ensuring a defined area of analysis. This could range from local to global considerations, depending on the nature of the research.

- **Time Span**: This component establishes the temporal boundaries of the study, indicating the specific time frame during which data will be collected and analysed. It provides clarity on the historical context and duration of the research.
- **Methodological Scope:** Methodological scope outlines the specific research methods and approaches that will be employed. This could include qualitative or quantitative methodologies, case studies, surveys, experiments, or any other research techniques chosen for the study.

Generally, clearly defining the scope helps in maintaining focus, ensuring that the research remains manageable, relevant, and feasible within the specified parameters.

5.1.7. Operational definition (optional)

If the student opts to include this sub-section in their document, they are expected to furnish operational definitions for the key terms employed in their research.

5.1.8. Organization of the Document

Here, the student delineates the structure and flow of the subsequent chapters. Begin the outline of the study from Chapter Two onwards, excluding Chapter One as it is addressed in the initial chapter.

5.2. REVIEW OF RELATED LITERATURE (CHAPTER TWO)

The introduction sub-section is optional, and if incorporated, it should not carry a numerical designation. Its primary purpose is to provide a brief overview of the chapter's contents without probing into the subject matter itself.

5.2.1. Definitions and Concepts

The review of concepts serves to elucidate and clarify the conceptual framework underpinning the candidate's research. It involves presenting various definitions of the key concepts drawn from different authors. During this process, candidates have the flexibility to adopt a single author's definition, amalgamate definitions from multiple sources, or synthesize varied conceptualizations. It is imperative to acknowledge the sources of these definitions through appropriate in-text citations.

5.2.2. Review of Theories

The theoretical review section is dedicated to scrutinizing theories pertinent to the researched problem. It is essential to transcend mere description of existing theories and engage in a critical discussion. The candidate should exhibit proficiency in paraphrasing, demonstrating insights, and showcasing an awareness of diverse arguments, theories, and approaches. In instances where the research adopts a qualitative approach that doesn't necessitate explicit theoretical frameworks or if the researcher aims to formulate grounded theory through qualitative analysis, there might be exceptions to including this section.

- Candidates should strategically identify and reference well-established theories that effectively elucidate the variables under investigation in their study. It is imperative that the related theoretical review of literature aligns with the research question(s) and objectives. This literature review should not only substantiate the rationale behind the research but also highlight the significance and relevance of the identified problem (Torraco, 2005).
- You are required to ensure that the related literature review is precisely organized critical account of pertinent theories, offering evidence-backed reasons for their relevance and justifying the research's rationale. Organize the review by topic/construct, employing a chronological or general-to-specific structure. Construct a literature review that briefly presents the current understanding of the topic from reliable sources, demonstrating your grasp of the subject. Incorporate subheadings when applicable to provide guidance for advisors and committee members.
- Criticize groups of studies collectively rather than addressing each individually. In adopting chronological or conceptual/theoretical structures, elucidate how previous research informs the proposed study. Articulate how your research builds on or addresses gaps in existing knowledge. Base the review on the assumption that knowledge accumulates, emphasizing the need for an extensive survey of literature related to the problem.
- Fully acknowledge others' research to avoid charges of plagiarism and associated penalties. This comprehensive literature review serves to justify the rationale for your research, showcasing its relevance and significance within the broader context of the study topic.
- Constructing a compelling argument during the literature review is essential. To build a robust case, you must synthesize the evidence, providing a comprehensive overview of the current state of research in your chosen topic area.
- Present your stance by carefully considering all evidence found during the review, both supportive and contradictory to your research question. Categorize information for clarity and strive for continuity and connectivity between themes within the study topic.

- As you combine facts, generalizations, and theories from your review, shape them into an academically interesting argument. Go for objectivity and balance, presenting an impartial view of the relevant literature. This approach establishes a strong background and a solid foundation for your research.

The example below illustrates a balanced argument based on available evidence:

> *Scholars A, B, and C argue that corporate governance issues are directly linked to the dispersion of shareholders, while scholars X, Y, and Z disagree, asserting that corporate governance problems arise from a lack of independence between board members and management. Despite this disagreement, all the cited research indicates that the study of corporate governance involves more than one dimension. Therefore, adopting a multidimensional standpoint in researching corporate governance is deemed important to financial economists. Furthermore, this research study will embrace such a multidimensional approach.*

5.2.3. Review of Empirical Studies

This sub-section should provide a review of the empirical studies. The empirical studies must be related to the specific research objectives. The relevance of the context in which the empirical study has been conducted should be also taken into account. Thus, it should:

- Avoid mere paraphrasing; contribute your interpretations, discussing the significance of findings in relation to the broader literature.
- Acknowledge the strengths and weaknesses of your sources.
- Relate your study to ongoing debates, filling gaps, and extending prior studies.
- Offer a critical analysis of selected research reports.
- Prevent duplication of effort and contribute to the understanding of the subject.
- Summarize the "state-of-knowledge" regarding the problem area, including additional evidence.
- Highlight critical variables, important hypotheses, and address shortcomings in prior research design.
- Establish a basis for any controversial methodological decisions in the proposal.
- Synthesize contradictory findings and point the way forward for further research.

Note: Literature that is neither theoretical nor empirical, such as policies, contextual features, strategies, programs, and best practices relevant to the research topic, may be included in the background of the study or the last section of empirical review.

5.2.4. Research Gaps

After a comprehensive literature review, it is imperative for the researcher to pinpoint existing gaps. For example, consider a researcher intending to explore civil service reforms in Ethiopia. If existing research has predominantly examined the Ethiopian civil service through the Weberian Model of Bureaucracy, the researcher might identify this as a gap and propose a new perspective—perhaps an institutional approach to comprehending the civil service. Such a shift becomes a valuable contribution to the existing literature. Towards the conclusion of this chapter, it is essential to delineate the primary research questions that will be addressed in the thesis. These questions will serve as the foundation for the subsequent chapter on research methodology.

5.2.5. The conceptual framework

In this sub-section, candidates are tasked with operationally defining the concepts, factors, and variables that will be employed in the research. These operational definitions should elucidate how readers should interpret the concepts, factors, variables, and indicators. When defining concepts, candidates have the flexibility to adopt a definition from a specific author, amalgamate definitions from various authors, or provide their own. It is crucial to transparently indicate the references from which these definitions are borrowed, reinforcing this through in-text citation. The conceptual framework can be effectively illustrated through a diagram, complemented by a textual description elucidating its elements, such as concepts, factors, variables, indicators, assessment themes, and more. The conceptual framework can better be illustrated using a diagram, accompanied by a textual description of its elements: the factors that cause and the effects of a phenomenon; the possible measures/indicators of a variable, assessment themes/issues, etc.

5.3. Research Methodology (Chapter Three)

Introduction

The introduction to this chapter, while optional, serves as a brief guide for the reader, offering insights into the chapter's contents. If a candidate opts to include an introduction in their document, it should remain unnumbered, providing a concise overview of the chapter's main themes.

5.3.1. Description of the Study Area

The description of the study area is a concise explanation, typically limited to one page, unless the research specifically involves investigating how a particular context influences the research outcome. The aim of this description is to furnish the reader with fundamental socioeconomic and geographic information. Pertinent questions guiding this section may include: Where is the research conducted? Why was this specific area chosen? What are the key geographic and socio-economic attributes of the study area? In this regard, the candidate should offer a brief overview of the demography, climate, land use, vegetation, and socio-economic activities in the area. While indicating the relative and absolute location using latitudes and longitudes, official maps is beneficial, though not obligatory. The candidate should communicate in clear and concise language, avoiding jargon, and provide justification for the selection of the study site.

5.3.2. Research Philosophy and Paradigm

When explaining the philosophy and paradigm employed in your research, it is crucial to explicitly declare the philosophy and paradigms guiding your study and substantiate the choice with robust reasoning. In the realm of research philosophy, students can opt for either Ontological exploration (i.e., investigating into what practically exists or doesn't) or Epistemological inquiry (i.e., understanding how to comprehend reality). Regarding research paradigms, students must thoughtfully choose between Positivism (i.e., objectivism, suited for quantitative studies) or Interpretivism (i.e., constructivism, subjectivism, and naturalistic approaches, suitable for qualitative studies, including pragmatism).

5.3.3. Research Design and Approach

When deciding on the research design and approach, it is crucial to base your choice on their appropriateness for the stated objectives or research questions, resource availability, and ethical considerations. To formulate a robust research design and approach, candidates should assess the current state of knowledge concerning their research problem. This understanding will serve as a guide in selecting research questions and objectives.

Research Design: The candidates must address the following questions when determining their research design: What types of research design have you chosen and why? Which dimensions did you consider for the selection? Research design serves as a plan, strategy, or framework for the entire research process, encompassing sampling, data collection, and analysis. The identification of research design is based on several dimensions:

- ***Purpose of research:*** Such as exploratory, descriptive, correlation, explanatory, or a combination of these.
- ***Research strategy:*** For instance, experimental, survey, phenomenology, ethnography, case study, grounded theory, action research, etc.
- ***Time dimension:*** Choosing between cross-sectional or longitudinal design (e.g., panel, cohort, or retrospective).
- **Mode of inquiry:** Deciding on quantitative, qualitative, or mixed research.

It is crucial to emphasize that the selected research design should be capable of effectively addressing the research objectives and questions. Clearly state and justify why you chose that particular research design.

Research Approaches: The research approach encompasses the tools, techniques, procedures, or processes employed to collect or review data and information. Researchers can choose from various types of research approaches, such as deductive or inductive. It is imperative for students to clearly articulate their chosen research approach, answering the question: "What approach do you select to discover reality, knowledge, or an answer to your research questions?"

5.3.5. Types and Sources of Data

In this sub-section, candidates must specify the types of data to be utilized and their respective sources, providing clear justifications. Key questions to address include: What is the nature of your data? What types of data will be used, and why? What are their sources? Data sources can be categorized as either primary or secondary.

5.3.6. Sampling Design and Procedure

Research investigations can either be Census-based or sample surveys. A Census survey involves studying the entire population or engaging all members as respondents, eliminating the need for discussing sampling issues. On the other hand, a sample survey focuses on a part of the population due to practical limitations like time, money, and effort. When conducting a sample survey, the candidate should outline the sample design, detailing the procedures for respondent selection. Defining the target population, determining sample size, and selecting appropriate sampling methods are crucial aspects of this process. Certain fields, such as engineering, law, or others, may require unique approaches and techniques in sample design. In such cases, specific departments or institutes can tailor this guideline to their needs, seeking approval from the Academic Council and the Council of Graduate Studies before implementation.

5.3.6.1. Population, Sample Frame, and Sampling Unit

The term "population" in this context refers to all elements within the unit of analysis from which a researcher draws a sample. The conclusions or inferences about the population are based on the sample results. The population for a study can encompasses various entities such as individuals, households, organizations, regions, countries, plants, animals, records, etc., contingent on the study's nature. The characteristics of the population, such as homogeneity or heterogeneity, must be clearly defined in alignment with the statement of the problem and stated objectives. Additionally, the sample frame, also known as the source list, constitutes the list of sampling units from which the researcher selects the sample. The unit of analysis refers to the elements from which the researcher actually collects data and can be a household, an individual, an organization, or another entity, depending on the study.

For the smooth execution of sampling and determining sample size, it is crucial to clearly identify and state the sampling frame and the unit of analysis. The sampling frame serves as an intermediary between the population and the sample. It could be comprised of a list of units or a map of the area (in cases where a sample of the area is being taken). Each element in the population should belong to one and only one unit in the frame. The frame needs to be accurate, free from omission and duplication (overlapping), adequate, and up-to-date. The units must cover the entire population and should be well-identified. This definition enables researchers to minimize the probability of sampling error or random error. The definition of the study population, the sample frame, and the unit of analysis is contingent on the problem being investigated and the study objectives. If the exact number of the population (N) is finite and known, it should be indicated with appropriate citation or source.

5.3.6.2. Sample Size Determination

Determining the sample size is a critical aspect of research as it has significant implications for the quality of the study and resource requirements. The researcher needs to carefully establish the sample size using scientific, statistical, and logical procedures. Several factors should be taken into consideration in quantitative research, including the level of precision desired, various population proportions, operational constraints such as cost and time, and population size and characteristics, such as homogeneity versus heterogeneity. This thoughtful consideration ensures a robust and reliable sampling approach.

For instance, a smaller acceptable error, indicating a higher level of precision, leads to a larger sample size. However, practical considerations such as time constraints and budget limitations may make it challenging to handle a large sample within the allocated time. Additionally, in a homogenous population, a large sample may not yield significantly different information. Therefore, for a homogenous population, a smaller sample may suffice. On the other hand, in a heterogeneous population with wider variability, a larger sample size should be considered. Striking a balance among these factors is crucial, and researchers need to justify the chosen "optimal sample size." It's essential to prioritize honesty and practicality, using a realistic sample size rather than an inflated and unrealistic one.

In experimental and qualitative research, the concern about sample size is not as pronounced, as these studies prioritize depth and detail over extensive exploration. In qualitative studies, a relatively small sample size can be sufficient, and there are no rigid rules governing the determination of sample size. Factors such as the study's content, nature, and the perspectives being investigated play a significant role. Saturation or redundancy is another critical consideration for qualitative studies—researchers may start with a small number of respondents and conclude the sample selection once data sets confirm each other.

The complexity of research objectives can guide researchers in determining an appropriate sample size. If the data collected sufficiently address the objectives, the researcher may conclude the study. Additionally, considering the variation within the target population is crucial. Researchers may opt for a larger sample size to capture an adequate level of diversity in the population of interest. It is essential for researchers to convincingly demonstrate that the determined sample size adheres to well-accepted statistical decision criteria and follows scientific procedures and logical considerations.

5.3.6.4. Sampling Techniques and Procedure

As mentioned earlier, determining an adequate and representative sample size (n) using scientific and acceptable procedures is a crucial step in sample survey research. After establishing the total sample size, the researcher is expected to elucidate the sampling procedures and techniques employed in their research. Broadly, there are two main sampling techniques: probability and non-probability sampling. Probability sampling entails giving an equal chance to all members of the population to be included in the sample. This method involves the random selection of the unit of analysis or some group of population characteristics. It necessitates the existence or compilation of a list of the population under investigation, known as the sampling frame. In cases where obtaining a complete population list is challenging, researchers can use broader categorizations and select samples proportionately to facilitate the selection process. Probability sampling methods include simple random sampling, systematic sampling, stratified sampling, and cluster (area) random sampling.

As a procedure, researchers may employ multistage sampling, also known as multistage cluster sampling, when dividing geographically extensive areas and large populations into groups (or clusters). These clusters are then further divided into sub-groups at various stages to simplify the process of selecting sample units from whom data are collected. Researchers are expected to elucidate the detailed procedures until reaching the last respondent.

Another broad group of sampling techniques is non-probability sampling, or 'non-random' sampling, where procedures deviating from randomness are applied to select sample respondents. In this case, researchers rely on their own judgments rather than assigning pure chances to each element of the population. Common methods under this technique include purposive sampling, accidental sampling, quota sampling, and snowball (chain) sampling. The use of a non-probability sampling method requires strong justification, as it introduces subjectivity into the selection procedure.

Representativeness is a key characteristic of sampling, as researchers are tasked with drawing valid conclusions about the population based on a sample. Care should be taken throughout the entire procedure to ensure the sample is representative, possessing all the important characteristics of the population from which it is drawn. Regardless of the technique applied, researchers must specify the type of sampling technique and the actual selection procedures used. This should be done with clarity, consistency, and adherence to scientifically acceptable techniques and procedures to select the last respondent.

5.3.7. Data Collection Instruments

In a research proposal document, it is imperative to clearly state and justify the data collection methods, instruments, and detailed procedures used. Various methods and instruments exist for collecting quantitative and qualitative data from primary sources. For example, questionnaire (close or open-ended), interviews (personal or telephonic, informal or key informant), Focus Group

Discussion (FGD), personal observation (participant or non-participant), physical testing, case studies, and other relevant methods can be applied to collect primary data. If the researcher develops and employs instruments or checklists for data collection, the process of their development and design, including the sections and nature of the questions (open-ended or closed-ended), should be described clearly. If instruments are adopted from other authors, proper citation of the source should be provided.

The manageability, type, and number of questions, as well as the typography and grammatical aspects of questions (language, wording, and pre-testing of questions), along with the training of data collectors, need to be thoroughly considered and explicitly stated. The development of data collection instruments should align with the context of the research, including the research objectives and questions. The researcher should offer a detailed description of the method(s) and procedures, taking into account that each data collection method has its own set of procedures or techniques. These methods and procedures should be clearly outlined, accompanied by justifications.

5.3.8. Data Validity and Reliability

Data quality assurance is a crucial process involving data proofing to identify and eliminate inconsistencies and anomalies in the data. This includes activities such as data cleansing (e.g., removing outliers, interpolating missing data) to enhance data completeness, validity, and consistency. Researchers bear the responsibility of controlling the quality of their data, and to achieve this, they must clearly state the methods and tools employed for data quality assurance. Initiating a pilot study or pre-test is a valuable step to assess the effectiveness of these methods, allowing researchers to identify and address potential issues early in the research process. This proactive approach ensures that the data collected is reliable, valid, practical, and generalizable, providing a solid foundation for subsequent data analysis.

5.3.9. Methods of Data Analysis

Once data collection is complete, the next steps involve data processing and analysis. Data processing encompasses tasks such as editing, coding, classifying, and tabulating the collected data to prepare it for analysis. Before initiating data analysis, it is essential to ensure that all data have been thoroughly checked and cleared of any issues. The researcher must then identify suitable methods for data analysis based on the nature and type of collected data. Data analysis is the process of deriving interpretable results and conducting various tests to facilitate further discussion and interpretation. The choice of a specific data analysis method should take into account factors such as the study's purpose, the type and level of data measurement, the number of variables, the sample size, and adherence to ethical principles.

5.3.9.1.Quantitative Data Analysis

Model Specification: Model specification is a crucial step in research, involving the description of the type of model used and articulation of the relationship between dependent and explanatory variables in equation form. This process includes identifying dependent and independent variables, elucidating their expected theoretical relationships, and specifying the parameters to be estimated. Model specification should be undertaken during the proposed development phase of the research. The choice of model specifications should be guided by the study's purpose, the characteristics of the variables, the number of dependent and independent variables, and other pertinent factors. It is important for the researcher to transparently communicate to readers how and why a particular model is selected.

It is important to ensure to;

- Prepare equations numbered sequentially;
- Utilize Microsoft Equation on MS-Word for the creation of equations, ensuring proper formatting.
- While a list of equations is not mandatory, it is customary to set equations apart from the rest of the text. You may opt for consecutive numbering throughout the document, particularly if a list of equations is included in the front matter. Moreover, use equation editors to write all equations.

Operationalization and Definition of Variables: In this context, the researcher needs to provide a clear definition of the variables employed in the model, specify how these variables are measured, and illustrate on the anticipated theoretical relationships between dependent and independent variables, if applicable. Each specific research objective or question should be accompanied by a comprehensive description of the operational definition and measurement of key variables. It is essential to investigate into a detailed discussion of indexes or scales of measurement. Additionally, the researcher should identify potential external or confounding variables and elucidate how they were minimized through the application of various control measures.

Most variables can be easily defined and measured using numerical units. However, certain concepts resist quantitative measurement. Therefore, it is crucial to thoroughly discuss and present the definition, conceptualization, and operationalization of variables related to such concepts in research. This process involves defining abstract concepts with specific characteristics (conceptualization) and specifying these characteristics to operationalize them within a particular study context. Researchers must adeptly transform their research-specific objectives or questions into operational variables. To achieve this, various levels of measurement scales may be employed as needed. Nominal, ordinal, interval, and ratio scales are particularly useful for operationalizing abstract concepts in research. These scales play a pivotal role in facilitating the measurement of concepts that resist straightforward numerical quantification.

In quantitative data analysis, various statistical methods play a crucial role. Descriptive and inferential analysis methods are commonly employed to analyze the data comprehensively. Descriptive analysis, a key statistical method, utilizes tabular, graphical, and numerical techniques to organize and present data, facilitating a clear understanding of the results. It is imperative for researchers to explicitly specify the appropriate analytical tools for use in research during descriptive statistical analysis. These tools encompass various aspects, including distribution measures such as absolute and relative frequency, percentage, and proportions. Additionally, researchers utilize measures of central tendencies, such as mean, median, and mode, to provide insights into the central values of the data. Furthermore, a measure of dispersion, including but not limited to minimum and maximum values, interquartile range, variance, and standard deviation, is employed to gauge the spread or variability within the data set. This thorough selection and application of analytical tools contribute to a thorough and insightful quantitative data analysis process.

In addition to the descriptive method of data analysis, researchers have the option of employing inferential statistical methods based on the nature of their study. Inferential analysis, a statistical method, serves the purpose of estimating parameters and making inferences about the population using statistical results derived from a sample. To test mean differences, associations/relationships, and establish cause-effect relationships, researchers can utilize various methods, tools, and tests, including both parametric and non-parametric approaches. In the realm of inferential statistical analysis, the application of different methods of multivariate analysis becomes pertinent. Techniques such as factor analysis, principal component analysis, and discriminant analysis, among others, can be employed to estimate measurement models and create abstract constructs as variables. These sophisticated methods contribute to a deeper understanding of the relationships within the data and facilitate the extraction of meaningful insights in research studies.

5.3.9.2. Qualitative Data Analysis

Qualitative data analysis encompasses the examination of non-metric measurement units, including words/textual data, images, and audio-video data. The choice of a qualitative analysis method depends on the nature and type of the qualitative data under consideration. Various approaches, such as content analysis, narrative analysis, discourse analysis, thematic analysis, grounded theory (GT), and interpretive phenomenological analysis (IPA), can be employed to extract meaningful insights.

When selecting a specific qualitative data analysis method, it is essential for the researcher to provide a brief rationale for their choice. This justification should articulate why a particular method is deemed suitable for the unique characteristics and objectives of the study. By offering a concise explanation, researchers enhance the transparency of their qualitative data analysis approach, establishing a clear link between the chosen method and the nuances of the qualitative data being explored.

5.4. Ethical Consideration

Research ethics pertains to the moral considerations governing investigations or interventions, aiming to minimize any potential harm or disregard for the social and psychological well-being of individuals, communities, and/or animals involved in the research. It is imperative for researchers to incorporate a statement detailing ethical considerations and to obtain ethical clearance before undertaking the study. This ensures a commitment to the welfare of participants.

In outlining the ethical framework, researchers must transparently present both the anticipated benefits and any potential harms to participants. Emphasizing the principles of informed consent and voluntary participation is crucial. Furthermore, the issue of confidentiality must be explicitly addressed to reassure participants about the protection of their identity and sensitive information. For research involving experiments on human subjects, national ethical clearance from the relevant governing body is mandatory. This step underscores the commitment to ethical standards and ensures that research activities align with established guidelines, safeguarding the rights and well-being of all involved parties.

5.5. Work and Financial Plan (for proposal)

Researchers must devise a work and financial plan, outlining activities and costs, taking into account various factors. The work plan, essential for progress inspection and timely feedback, often utilizes a GANTT chart to depict research activities and their durations. Researchers should align with the department's research roadmap, considering start and completion dates, specific stages like piloting and pre-review, and ensuring the feasibility of the timetable.

Simultaneously, a well-documented financial plan expedites budget approval, adhering to the university's research finance policy. Budget items, including per diem, travel costs, data collection expenses, consumable supplies, and communication costs, require explicit statements with adequate justifications. This detailed budget breakdown, similar to the activity timetable, serves as an essential appendix during proposal approval. Regular updates and progress reports' submission details should also be clarified.

6. FINAL THESIS/DISSERTATION WRITING

In the final write-up of the thesis or dissertation, the initial three chapters, comprising the introduction, literature review, and methodology, are seamlessly transitioned from the proposal section. These chapters maintain a consistent structure, with revisions or updates made to reflect additional information acquired post-proposal. An abstract is also incorporated at this stage.

A crucial reminder regarding result and discussion chapter is to follow the structure and writing conventions for theses and dissertations, as outlined in section 2.2 of this document. That is, for master's theses, the Result and Discussion chapter must be combined into a single chapter, with careful attention to the prescribed write-up procedure for each objective. On the other hand, for PhD dissertations, there is a deviation from this format. Specifically, the Result and Discussion chapters are to be disaggregated, necessitating separate chapters for each. It is imperative for students to adhere strictly to these guidelines to ensure the proper and consistent presentation of research findings in alignment with academic standards.

The focus now shifts to the subsequent sections, starting from chapter four, which explores into the results and discussion. This marks the beginning of the unique content that follows the groundwork laid in the earlier chapters. In this phase, the research outcomes are presented and analysed, offering a comprehensive understanding of the findings. The subsequent chapters unfold in a logical sequence, leading towards the conclusion and recommendations, thereby culminating in a cohesive and well-rounded thesis or dissertation.

6.1. How to Craft and Organize the Final Thesis/Dissertation

6.1.1. Reporting the Findings

This is the core of students' final thesis/dissertation work which demands rigorous, accurate, and clear reporting, interpretation, and discussion. It necessitates careful organization and adherence to academic standards in language, grammar, logical flow, and structure. The chapter title itself is formatted in bold and block letters, centered for emphasis. An optional introduction follows immediately, without numbering, providing a brief overview of the chapter's main contents.

In the introduction sub-section, (if included under the chapter), the candidate succinctly informs the reader about the chapter without numbering. It should refrain from incorporating introductory ideas related to the subject matter or methodological explanations. Instead, it concisely outlines the key aspects and focus of the ensuing discussion, ensuring clarity and precision. This guidance applies to both thesis and dissertation writing.

Demographic Characteristics and Response Rate: Prior to reporting demographic characteristics, it is imperative for students to provide brief information about the response rate in a dedicated paragraph without a sub-title. The response rate serves as a critical contextual metric for understanding the data gathered from surveys. For the presentation of demographic and socioeconomic features, students can employ descriptive summary tables, graphs, or other relevant tools based on the study's context. Depending on volume, separate sub-titles may be created for demographic and socioeconomic characteristics, but it is advised against using different tools simultaneously to describe the same respondent feature.

Graphs and tables, being self-explanatory, should minimize the need for extensive explanations. This guideline ensures clarity and conciseness in presenting data. However, it's worth noting that the description of demographic and socioeconomic characteristics is an optional component for qualitative researches utilizing limited qualitative sources. Additionally, all tables and graphs, not only in this section but throughout the document, should adhere to proper formatting standards. Clear headings or captions must be indicated at the top for tables and at the bottom for graphs. For more details on formatting, please refer to the formatting sub-section in this document.

Findings of the first objective: In this sub-section, the research findings are initially presented or reported under a sub-title, followed by interpretations and discussions on the findings as another sub-title. It is crucial to emphasize that this format is applicable specifically to master's theses. For PhD dissertations, as previously indicated, each objective must be addressed as an individual chapter, despite maintaining the practice of reporting the findings, interpretation, and discussions on the findings. To summarize, the organization remains consistent in terms of content, but the structural arrangement differs, aligning with the specific requirements for doctoral-level dissertations.

Initially, the findings of the first objective of the study should be accurately reported or presented. This can be achieved through well-edited tables, graphs, figures, or written text explanations (qualitative results), contingent upon the study's nature. This sub-section is exclusively dedicated to the comprehensive reporting of the findings of research objectives only, with no intention of engaging in discussion or interpretation of the results at this stage. Additional information pertinent to the writing of this sub-section should be duly noted. While reporting the findings;

- When numbering tables and figures, it is recommended to use sequential Arabic numerals. Begin with, for example, (Table/Figure 1.1, if there is a table or figure in chapter one) and progress to Table/Figure 4.1 for tables/figures in chapter 4, maintaining this numerical sequence.
- In instances where information is sourced from other works, it is imperative to provide appropriate citations. Additionally, the source must be included in the referencing list. For a more comprehensive understanding of citation and reference writing, please refer to the dedicated section in this guideline.

Tables

- Ensure consistent placement of tables and figures throughout the text.
- Keep captions for tables and figures concise, avoiding the use of multiple sentences.
- Maintain consistent spacing for all table and figure captions, as well as equations, throughout the entire document.
- The title of a table should accurately convey the table's content and be positioned above the table in a single-spaced format with an 11-point font size.
- Include the source below the table.

- Avoid splitting a table if it can be accommodated on a single page or is anticipated to be finalized on one page.
- Tables may be inserted vertically, utilizing the "portrait" orientation.

Figures

- All types of illustrations, including photographs, graphs, diagrams, and maps, are categorized as figures.
- Similar to tables, each figure should possess a caption that is clear, precise, and uniquely titled. The figure caption is positioned below the figure for proper identification.

6.1.2. Discussion and Interpretations on the first objective

Following the presentation of findings for the first objective in the aforementioned sub-section, the subsequent phase involves the interpretation and discussion for that objective. The discussion is to be distinctly articulated under a separate sub-title, with students not duplicating the results previously reported above. The interpretations and discussions should align closely with the findings, presenting a clear and robust analysis. It is crucial to establish connections by comparing the findings with similar empirical studies reviewed in the literature. Additionally, the discussion must logically link to ongoing debates, connect with prior empirical studies, and highlight policy implications.

Findings of the second objective: Just as with objective one, students are required to initially present the findings of the second objective using well-edited tables, graphs, and figures, depending on the nature of the study.

Discussion on the second objective: The discussions should be clear and rigorous, aiming to compare the findings with similar empirical studies as reviewed in the literature. Additionally, establishing logical links with ongoing debates and showcasing policy implications is imperative. It is important to note that the candidates must consistently adhere to a similar procedure when presenting findings and conducting discussions for the remaining objectives of the study till all objectives are exhaustively addressed.

6.2. Summary, Conclusions, and Recommendations (Chapter Five)

The summary, conclusions, and recommendations sections serve as integral components of the thesis/dissertation work. These sections should derive directly from the findings of research objectives and/or research questions outlined in Chapter One. The overarching goal of the entire research work is to provide answers to the research questions, making these concluding sections crucial for encapsulating the key findings and insights generated throughout the study.

6.2.1. Summary of Findings

A summary is a concise account that summarizes the primary points of the document, aiming to concisely convey the study's key aspects. When crafting the summary sub-section, it is essential to effectively communicate the following key points:

- Begin by elucidating the principal purpose or objective of the study.
- Provide a concise overview of the methodology employed, encompassing the nature and sources of data, sampling techniques and procedures, and brief descriptions of data analysis methods, including any models utilized.
- Summarize the major findings, ensuring a brief recap for each research objective or question.

It is advisable not to incorporate detailed figures or numerical values already reported and discussed in Chapter Four.

6.2.2. Conclusions

A conclusion marks the culmination of a chapter, serving to bring the text to a smooth close. An effective conclusion should be engaging and appealing, leaving the reader with a positive impression of the entire document. It is anticipated to encompass deductions derived from the main points of the study and address the implications of the problems discussed, laying the groundwork for subsequent recommendations.

Conclusions serve as responses to the hypotheses or research questions articulated in Chapter One. They should be distinguished from summary statements and avoid mere restatements of the findings. Instead, conclusions should provide insightful reflections on the study's outcomes and their broader significance.

A student can craft concluding remarks primarily grounded in the findings but may also consider existing policy contexts and the researcher's experiences and exposures in articulating them. A conclusion extends beyond a specific finding, being more comprehensive in nature. It allows for the incorporation of multiple findings into one conclusion or the utilization of several findings to substantiate a single overarching conclusion. This approach contributes to a more nuanced and holistic synthesis of the study's outcomes.

6.2.3. Recommendations

The final section of the chapter involves recommendations derived from the findings and conclusions. Recommendations should be articulated in a nuanced and precise manner, substantiated by the data findings. These suggestions are intended for practical implementation, providing guidance for actions to be taken. Practice recommendations should be precise and inflexible, addressing the actions practitioners or concerned bodies should undertake in terms of professional practice and policy. These recommendations are inherently linked to the study's results. It is important to avoid jargon, general statements, or generic issues in the recommendation section. Instead, recommendations should be clear, specific, and tailored to each research finding.

6.3. Suggestions for Future Research

Finally, any research is not free from limitations and challenges. The limitations may create an opportunity for the future research to make further investigation on the problems. Here students are required to highlight important drawbacks of the study including conceptual, methodological, and perspective limitations which may need further research or extension of body knowledge. It contains suggestions to fill the gaps or limitations through future studies.

7. REFERENCES

Finally, list references based on reference writing and intext citation section followed by annex.

8. Annexes

Annex 1. Sample Cover page

Department logo

ETHIOPIAN CIVIL SERVICE UNIVERSITY

[Type here]

[Write Name of College here]

[Write Name of the Department/School/Institute here]

[Write Title of Dissertation/Thesis here]
By
[Write Name of the Candidate here]

[Month, Year]
Addis Ababa, Ethiopia

Annex 2- Sample Title Page

ETHIOPIAN CIVIL SERVICE UNIVERSITY

[Write Name of College here]

[Write Name of the Department/School/Institute here]

[Write Title of Dissertation/Thesis here]

By

[Write Name of the Candidate here]

[PhD Dissertation/Master's Thesis] submitted to the [write Name of Department/School/ Institute here] in Partial Fulfillment of the Requirements for the Degree of [Doctor of Philosophy/Masters of Science/Arts] in [write Name of the Specialization or specific field of study]

[Write Name of Principal Supervisor/Advisor here]

[Write Name of Co- Supervisor/advisors' here (if any)]

[Month, Year]
Addis Ababa, Ethiopia

Annex 3: Declaration Form

Declaration

I hereby declare that the thesis/dissertation entitled "-- ---------------------------," submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy/Master of [Science/Arts] in the (write the name of Department/School/Institute) of ------------------, Ethiopian Civil Service University, is an original work conducted by me and has not been previously submitted to any other institution for the acquisition of any other degree or certificates. I have duly acknowledged the assistance and support received during the course of this investigation.

Name of the candidate ------------------------ Date-------------------- Signature---------

Annex 4- Advisor/Supervisor Approval Form

ETHIOPIAN CIVIL SERVICE UNIVERSITY

[Write Name of the College/Faculty here]

[Write Name of Department/School/Institute here]

Approval of Dissertation/Thesis for Defense

I hereby certify that I have supervised, read, and evaluated this thesis/dissertation titled "____" by ___________________________________ prepared under my guidance. I recommend the thesis/dissertation be submitted for oral defense.

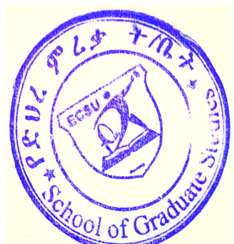
_______________________	__________________	_______________
Supervisor's name	Signature	Date
_______________________	__________________	_______________
Co- supervisor's name	Signature	Date
_______________________	__________________	_______________
Name of Department Head	Signature	Date

Annex 5- Board of Examiner's Approval Form

ETHIOPIAN CIVIL SERVICE UNIVERSITY

[Write Name of the College/Faculty here]

[Type here]



[Write the Name of Department/School/Institute here]

Approval of Dissertation/Thesis after Defense

As members of the board of examiners, we examined this dissertation/thesis entitled '-- ---' by ______________________. We hereby certify that the thesis/dissertation is accepted for fulfilling the requirements for the award of the degree of "________________________".

Board of Examiners

External examiner 1

Name	Signature	Date
_______________________	__________________	______________

External examiner 2 (for Dissertation)

Name	Signature	Date
_______________________	__________________	______________

Internal examiner

Name	Signature	Date
______________________	__________________	______________

Chair person's

Name	Signature	Date
_______________________	__________________	_______________

References

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