BUGEMA UNIVERSITY

RESEARCH FORMAT HANDBOOK

2011

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ACKNOWLEDGMENTS

The content of thesis preparation manual has been influenced by that of Central Luzon State University (CSLU), Andrews University, and Dalhousie University. The CSLU and Andrews University manual format for graduate thesis has its own genesis and contributors and we thank those contributors for the work that has gone before.

The present committee laying down these guidelines for Bugema University (BU) graduate school are (in alphabetical order by 2nd name), Dr. Paul Katamba, Dr. Kakule Kisunzu, Mr. Moses Kibirango, Pr. Maka Ndimukika, Dr. Nyakora Musa, and Dr. Arthur Schwarz.

GENERAL INFORMATION

This manual is intended as a guide in writing term papers, research projects, theses, doctoral dissertations, and any other written work in connection with course work or degree requirements. It sets forth **format** requirements that are unique to Bugema University. Individual departments of the University may have additional requirements or may specify requirements in greater detail. You must counsel with your adviser and/or guidance committee concerning any special departmental requirements that apply. All projects, theses, and dissertations should be prepared in the format specified in this manual and in accordance with those special requirements.

STYLE VS. FORMAT

Many students ask, what is the difference between *style* and *format?*

Style dictates such matters as whether to use footnotes or in-text references, whether to write numbers as words or figures; capitalization rules, and whether a bibliography or reference list is produced. At the beginning of writing, you and your adviser and/or committee must agree on the style to be used; that style must be followed throughout the paper.

Bugema University requires a certain *format* for all papers, dissertations, and theses (regardless of *style* chosen), which includes (1) margins and spacing, (2) the placement and layout of preliminary pages, (3) placement of page numbers, (4) subheads, and (5) how to display tables and figures.

TYPEFACE AND PAPER

Typeface similar to Times New Roman, New Century Schoolbook, and Courier are acceptable. A serif rather than a sans serif typeface (such as Arial) is preferred. The size of the type should range between 10 and 12 points. Do not use a compressed typeface or any setting on your system that would decrease the spacing between letters or words. The default settings are normally acceptable. The final paper must comply with all the rules regarding format (margins, spacing, and page number placement).

Final copies of research projects, theses, and doctoral dissertations must be made on high-quality, acid-free paper to assure a longer shelf life. This quality paper is neither demanded nor recommended until the very final copy.

DUPLICATION

In general, theses and dissertations are to be photocopied. However, students with a short thesis or dissertation may find that it is more economical to print the required number of copies rather than use a photocopied service. The final product must be clean, straight, and enough to be read easily.

RECOMMENDED STYLE GUIDES

Before writing, supply yourself with the style guide recommended by your department or program. In matters of format *not* specified in *Standards for Written Work*, confirm to the specifications of the manual prescribed (and possibly amended) by your department.

Departments/School	Guide Recommended-Most Recent Edition
Computing and Technology	APA, Publication Manual; see page 7, and 72
Social Sciences	APA, Publication Manual; see page 7, and 72
Theology	Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations.* Pages 60 and 97.
School of Education	APA, Publication Manual; see page 7, and 72
School of Business	APA, Publication Manual; see page 7, and 72
MBA Business Administration	APA, Publication Manual; see page 7, and 72
Educational Management	APA, Publication Manual; see page 7, and 72
Counseling and Psychology	APA, Publication Manual; see page 7, and 72
Public Health	APA, Publication Manual; see page, 7 and 72.
Literature and English	MLA Manual; see Page, 65

THE TERM PAPER

A term paper is written as a partial fulfillment of one particular course. The teacher of the course sets up the requirements for the paper. You are directly responsible to that teacher when you write your paper.

THE RESEARCH PROJECT

The project is usually a department endeavor. Each project consist of (1) a formal research proposal; (2) the administration of treatment and/or instrument and analysis of result data-unless the project is entirely of a historical, philosophical, or theoretical nature; and (3) the formal reporting of the entire undertaken, including the conclusions and implementations of the study.

Advisor

One faculty member is required to serve as an adviser for a project. You may choose this adviser in consultation with your **curriculum** adviser. Before beginning work on a project, you must have the approval of the **project** adviser.

You must also file with the department a statement naming the project adviser. In some departments this statement is written or oral agreement with the department Chair; in others the statement appears on the Statement of adviser and Project Approval form (obtainable at the department office). In case of a form statement, one copy is given to the second adviser and the second is field with the department. Should a change of adviser or research project become necessary, a new statement must be filed.

Content and Quality

The content of your research project must be directly related to your area of concentration. The substantive content of the research project deals with (1) the testing of theory, (2) the application of the theory, and/or (3) a creative, original proposition that you construct regarding a specific problem.

The results of the problem should be significant to the existing body of research. It should furnish knowledge in which professional researchers will be interested.

The quality of the project report must reflect a high level of scholarship. The report must be written in the University-approved *format* recommended in this manual and in the *style* of the manual approved by the department. The completed working copy must be submitted to your adviser for final suggestions and comments. The finished report must be published as it stands.

Number of Copies and Binding

Six copies of your report must be submitted unless adviser specifies otherwise. One copy given to your adviser; the others are deposited in the department files. Your project should be submitted in whatever type of report covers or binding specifies by the department for which the project is prepared. You are responsible for any expenses incurred of your research project.

Deadlines

The final copies of the research project report must be submitted to the research adviser fourteen days preceding the date of Sanate meeting on graduation. Completed and signed approval forms for the research project must be filed in the Academic Record Office no later than noon on Friday, Four weeks preceding graduation exercises, unless an earlier time is specified by the department.

THESES

A thesis advances a position or proposition and seeks to maintain it by argument. While a research project is considered a departmental endeavor, the thesis is a University endeavor. Furthermore, the thesis is a more in-depth study and usually more lengthy. If you are required or elect to write a thesis, you are guided by two- or three-member thesis committee nominated by the department chair or program director.

You must first submit a proposal to your thesis committee. The proposal includes (1) the statement of the problem, with an introduction and/or background; (2) the purpose or need of the study; (3) a brief description of the literature and research relevant to the problem; and (4) the proposed methods and procedures that are to be used to solve the problem.

Content and Quality

The thesis must be concerned with some problem in your area of concentration. It should be a contribution to the existing body of research and furnish knowledge in which the scholarly community is interested. The substantive content follows the idea outlined in the proposal and includes the results, conclusions, and recommendations yield by the study.

The quality of the thesis must reflect high level of scholarship. It must be written in the University-approved *format* recommended in this manual and in the *style* of the manual approved by the department in which you are enrolled.

When the content of the thesis has been approved by the thesis committee, it must be submitted before the defense to the defense to the dissertation secretary who checks the format for conformity with University standards.

Abstract

An abstract not more than 250 words must be submitted with the thesis. For details on the abstract, see Appendix A.

Number of Copies and Binding

The university requires seven of the thesis (including the abstract and an approval sheet signed by the thesis committee member). These seven copies are submitted after binding, one copy is given to the student, and one is placed in the main library, others to other libraries in/out the university

Deadlines

You should register initially for thesis credit no later than one semester prior to graduation. A typed copy of the thesis must be approved by the thesis committee and then submitted to the dissertation secretary. At least Four weeks before conferral of the degree, the final copy of the thesis should be returned to the dissertation secretary for approval. Six copies of the thesis, including an abstract and the approval sheet, must be submitted to the dissertation secretary at least Four weeks before graduation**.**

DESSERTATIONS

The schools and departments have prepared handbooks that spell out specific details concerning all aspect of preparing, writing, and completing a thesis and a dissertation for all doctoral degrees. If you are a doctoral student, be reminded that:

1. Doctoral abstract are no longer than 350 words
2. Ph.D., Candidates must submit a master copy of the dissertation, including signed approval page, to the dissertation secretary at least two weeks before graduation. From this master copy, six copies will be made for the University. At this point, the dissertation will notify the Academic Records Office that you have completed your dissertation. This must take place *no later than noon on Friday,* Four weeks preceding graduation. (Your master copy will be returned to you.)

You are expected to follow the rules of format recommended for the duplicating, binding, and mailing of any additional copies made for personal use.

Part I
THE THESIS AND ITS PARTS APA

0. Purpose of a Thesis

The thesis, whether it be for a Bachelor's, Master's or Doctoral degree is the capstone of the student's educational experience at that level. Its purpose is to demonstrate that the student has reached an acceptable level in their ability to think, analyze issues, ask critical questions, devise ways to answer those questions, and then answer those questions in a way that makes an original contribution to knowledge. In a nutshell, to graduate a student must be able to demonstrate that they are capable of original research. Of course the advisor or the advisory committee will have vastly different expectations for the content quality and quantity of material in the thesis, depending on the educational level of the student. An approved thesis demonstrates that a student at whatever level has been through a process of maturation and discipline and reached an acceptable level of scholarship commensurate with the degree that they will be awarded.

The numbered sections that follow are general instructions for preparing each part. Some of these parts are identical to that section in the research proposal. Indeed, the content of the introduction, literature review, methodology, and literature cited are essentially identical to that of the research proposal and can be used directly with minor changes and additions. A well-conceived and written research proposal, therefore, may be nearly half of the completed thesis. It is essential that this guide be consulted early in the conceptual process of writing the thesis research proposal.

1. Title

The title of a thesis may seem almost inconsequential, but it is very important. Every word should be chosen with care and attention given to the association of the words. A good title is constructed with the fewest possible words that adequately describes the content of the thesis. The exact wording of the first draft of the title need not be settled until the proposal is in a late stage of preparation. Even after the outcome of the results the student may wish to make minor changes to the title in consultation with the advisor. After the acceptance of the proposal, a student that makes a major change in the title risks being required to have another proposal hearing because a major change in the title may constitute a major change in the work being proposed.

2. Abstract

Although the abstract comes first, it is written last, after all is done and said concerning the work that has gone into the thesis. If your title has captured the interest of a reader, the next thing the readers will look at will be the abstract to see if the thesis is relevant to their own interests. An abstract may be published alone (together with the title) and should be short and concise. The abstract should be in one paragraph and not exceed 250 words. Therefore the author should use utmost economy of words to:

- State the principal objectives of the investigation
- Briefly describe the methodology
- Summarize the results

- State the principal conclusions

Details of the investigation are unnecessary; that is what the remainder of your thesis is for. The abstract should never give any information that does not appear in the thesis. References to the literature must not appear in the abstract.

NB: The abstract does not form part of the research proposal.

3. Introduction

The purpose of the introduction is to present background information about the subject to allow the reader to understand and evaluate the results of your study without having to refer to other publications. This background may be in the form of a detailed explanation, discussion, or historical account of events or conditions that led to the present situation or problem. The introduction includes three subsections:

- Background of the Study
- Statement of the Problem (General situation, events, or issues to be addressed)
- Objectives of the Study (General and Specific)
- Hypothesis of the Study
- Significance of the Study
- Scope of the Study
- Limitation of the Study
- Theoretical Framework
- Conceptual Framework
- Operational Definition of Terms

The introduction forms an important part of the thesis proposal.
(Note: Excerpts to illustrate the parts of a thesis report are found in Appendix A.)

4. Literature Review

The literature review presents theories and principles relevant to the subject under study. It may contain a historical account about the subject and must contain the most up to date scholarship in relation to the problem being studied. The results of previous studies about the problem and the contribution of these to the problem at hand must be made clear, as well as any inconsistencies, fallacies, or inadequacies of earlier studies (Campbell, 1954).

This section is presented in a well organized manner to include an introductory paragraph that gives a brief view of the contents of the whole section. According to Good and Scates (1954), the review should be a summary of key statements, well organized notes and carefully worded heading to avoid lapses in the organization of the text.

The topics and subtopics must be clearly presented and the paragraphs well developed. These should not be mere listing of citations; rather, it must "intelligently discuss the literature with an eye toward illuminating critical issues related to the topic of study" (Slavin, 1984). The issues may be stated as the topic sentence and the citations support it.

When presenting previous studies, the topic sentence in a paragraph may be a summary or a generalization of the subject of citations. This is supported or further explained by the citations of previous works, theories or principles related to the topic.

5. Methodology

The methodology describes the materials, methods facilities, or equipment used and the procedures followed in a study. In the social sciences it is necessary to give the number, category, or type of people involved in the research.

Materials or facilities used in a study are specified and described fully. The procedure followed in the experiment must be explained and justified. It mainly includes: Data collected, methods of collection, measurement and analysis of the data must be described clearly. The text of the methodology section must be clear enough so that a competent researcher in the field could replicate the experiment based on the information in this section.

- Research Design
- Locale of the Study
- Population of The Study
- Sample Size
- Sampling Procedure
- Research Instrument
- Reliability & Validity
- Data Collection Method
- Data Analysis method

In the social sciences, methodology is encompassing. It includes the theory used as framework of the study, concepts and principles as applied in the study, as well as all those involved in the research work. These may be the sources of data and data collectors that are individuals, organizations, or institutions that have to be specifically identified and described.

6. Results

The results section of the thesis is the most important part because it clearly shows the contribution that the researcher has made. It presents the results of hard work and shows whether the objectives of a study are attained. It shows the results of statistical data analysis.

Tables, graphs, and other visual materials are used to graphically elucidate the results. These visuals are presented after they are cited in the text. For example, "Table 4 shows that ...." is read on Page 40 but Table 4 is presented after the paragraph or on Page 41.

The results section should be short and be presented without long wordy explanation. The importance of clarity in this section should be evident because it highlights the contribution to knowledge that the researcher has made. The results section does not cite the work of others.

7. Discussion

Perhaps the discussion is the hardest section to write well. One essential thing to keep in mind is that this section is where the researcher *discusses the results, but does not recapitulate* the results. The essential features of a good discussion in a thesis can be captured in the following points (after Day 1979):

- Present the principles, relationships, and generalizations that are shown in the results section.
- Point out exceptions or lack of correlation and clarify unsettled points.
- Show how the results and your interpretations agree or contrast with the published work of others.
- Discuss the practical applications, decision-making applications, policy implications, or theoretical implications of your work.

8. Summary, Conclusion, and Recommendation

This main section of the thesis report may be the most read portion next to the abstract. It is the whole report in a compressed but complete form.

The summary sub-section provides the objectives, the methodology, and the results of the study in concise form. Only vital details about these three are briefly presented.

On the other hand, the conclusion gives the generalizations drawn from the results. These generalizations are based from the summarized results. Conclusions are inferences or deductions of the results of the study. Some thesis writers commit the error of equating summary and conclusions so that what are stated in the summary is recast as conclusions.

Recommendations are the suggestions of the researcher. However, these suggestions must be based on the summary and conclusions of the study. Any suggestion not based on the summarized findings and conclusions would be irrelevant.

9. Literature Cited

This section includes only the sources cited in the main text. These sources are arranged alphabetically by the last name of the author or the title of the source when no author is indicated. In listing the sources, it follows the hanging indention format.

The Graduate school thesis manual follows the journal format of listing this section. It is in this section not in the main text that the website is included after a complete entry of the source is given. E.g. Retrieved from (website) on (exact date of retrieval)

Example:

NAGEL, U.J. 1996. Alternative Approaches to Organizing Extension: A Reference Manual. Italy: Rome. Retrieved on Nov. 20, 2005 from www.fao.org/waicent/faoinfo/sustdev/2003/KN07043en.htm.

10. Appendices

Appendices are attachments which cannot be included in the main text because they make it long and bulky. These attachments may be relevant communication, tables, graphs, pictures, illustrations, end notes, etc -which further support the presentation of the different parts of the main text. Each of these must be cited in the text to show its importance to the subject reported and relevance to the whole report. Arrangement of these attachments must follow its order of citation in the main text.

Part II

FORMATTING THE THESIS AND DISSERTATION

The Cover Page

Color and Inscription

The thesis should be permanently bound in green and black for the masters and doctoral theses, respectively, with gold letterings (Illustration A).

The cover page should have the following information inscribed in capital letters:

Title of the thesis
Name of the author
Date of graduation (month and year and all caps)

The book's spine should bear a legend printed lengthwise, reading from top to bottom but the lower 5 centimeters should be left empty for library label. The inscription should include the degree, author's surname only, year, and the acronym of the university (BU). A gold band should appear one inch from the top and the bottom of the spine (Illustration B).

The Fly Leaf

This is a blank page placed just between the cover page and the title page.

Illustration A

The Cover Page

(14 single spaces)

(Title)

(15 single spaces)

(Author)

(18 single spaces)

(Degree)

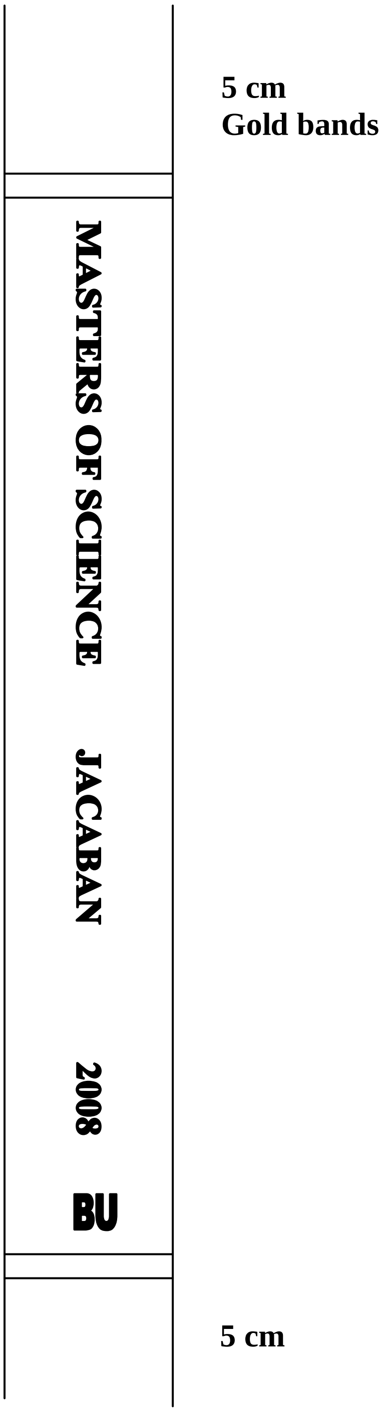
(Major)

(3 spaces)

(Month and year of Graduation)
(all caps)

Illustration B

The Book Spine



The Title Page

The title page should contain the following information with center justification with proper spacing as in *Illustration C*.

- Title should be in boldface and 3.0 centimeters from top of the page. In the case of two or three-line titles, this should be arranged in inverted pyramid form and should avoid awkward division of words. The title should be written in title case (The first letter of major words are capitalized, but not of minor words such as “of”, “and”, etc.) and should not be longer than three lines.

- Name of author should be written in boldface 13 to 15 single spaces below the title depending on the length of the title.

- Statement of submission is written in ordinary font (not bold), single spaced and in title case. It should begin 18 spaces below the author’s name.

- Degree is written with the major immediately following on the next line and enclosed in parentheses and is written in title case. (Illustration C)

- Date of graduation is written as month and year in title case. e.g. October 2010

Writing the Title

The title of a research report gives the gist of what the report is about. It is written in concise and specific manner. The words, “A Study of …” or “An Evaluation of…” must be avoided. These are unnecessary because they state the obvious. A research is an activity that collects data to evaluate or study.

The first word and the important words in a title start with a capital letter. However, prepositions, conjunctions, and articles are not capitalized.

Titles are not underlined neither are they enclosed in quotation marks. Also, they do not end with a period. Specialized scientific jargon, abbreviations, chemical formulas, and proprietary names are to be avoided in thesis titles. If scientific names are used in the title along with the common name, they should be in italics and placed in parentheses along with the species author. If no common name is available they may be used directly with the species author.

Example: 1) Evaluation of the Cornell Net Carbohydrate and Protein System in Predicting the Nutrient Use and Milk Production of Buffaloes
Possible correction: Predicting Nutrient Use and Milk Production of Buffaloes Using the Cornell Net Carbohydrate and Protein System

Titles on the cover page and the title page are in title case.

Illustration C ***Title Page***

(14 single spaces from the top)

(Limited to three lines)

(Title)

(15 single spaces)

(Author's name)

(18 single spaces)

(Statement of Submission)

(3 single spaces)

(Degree-specialization)

(3 single spaces)

(Date)

The Acceptance Sheet

The title and name of the author and the degree should be in title case. Arrangement of the names of the advisory committee follows this arrangement:

3 -	Member committee - MS + 2 externals	inverted pyramid (Illustration D)
4 -	Member committee -	two names per column (of two) or in pairs (Illustration E) delete
5 -	Member committee - Ph.D. + 2 externals	inverted pyramid with the first four arranged in pairs (Illustration F)
6 -	Member committee-	three names per column (of two) delete

The word adviser does not need to be written since it is understood as per policy that an adviser automatically becomes the chairperson of the advisory committee.

The Biographical Sketch

This is written in essay form and in the third person at a maximum of two pages. It starts 3 spaces after the topic heading or with 2 single lines in between as above. It contains the author's personal data giving the full name of the author, birth date and birthplace, institutions where the author was educated, dates and degrees, and honors received. It should not be more than 450 words and placed after the appendices. The biographical sketch is optional and the author may choose to leave it out.

The Acknowledgments

This is a page containing the author's acknowledgment to the contributors in the success of the thesis, which is reported. It includes those who assisted in the accomplishment of the work, its analysis, or interpretation. Any sponsor or organization that provided financial assistance should be acknowledged. A simple rule to follow is to be generously courteous to those who have helped and guided you in producing your thesis. It is not a place containing dedication and verses or quotations to one's friends. Acknowledgements are written in the first person.

Illustration D

The Acceptance Sheet
(3-member committee)

This undergraduate thesis entitled, ____________ (all caps) _______________________ ____, (author) prepared and submitted by in partial fulfillment of the requirements for the degree of_______________ (major, if any), is hereby accepted.

____
Advisor

____
Date Signed

____
Head of department

____
Date Signed

Accepted as partial fulfillment of the requirements for the degree of _(major, if any)

____
Dean of School

____
Date Signed

Illustration E

The Acceptance Sheet
(3-member committee)

This master's thesis entitled, _____________ (all caps) ______________________________ ____, (author) prepared and submitted by in partial fulfillment of the requirements for the degree of________________ (major, if any), is hereby accepted.

____
Member, Advisory Committee

____
Member, Advisory Committee

____
Date Signed

____
Date Signed

____
Chair, Advisory Committee

____
Date Signed

____
Chairperson, External Examining Committee

____
Member, Internal Examining Committee

____
Date Signed

____
Date Signed

Accepted as partial fulfillment of the requirements for the degree of _(major, if any)

____
Chairperson, Department

____
Date Signed

____
Dean, Graduate school

____
Date Signed

Illustration F

The Acceptance Sheet
(4-member committee)

This dissertation entitled, ____ ____, prepared and submitted by ________________________ in partial fulfillment of the requirements for the degree of ___________________________ (specialization) is hereby accepted.

____
Member, Advisory Committee

____
Date Signed

____
Member, Advisory Committee

____
Date Signed

____
Member, Advisory Committee

____
Date Signed

____
Member, Advisory Committee

____
Date Signed

____
Chair Advisory Committee

____
Date Signed

____
Chairperson, External Examining Committee

____
Date Signed

____
Member, Internal Examining Committee

____
Date Signed

Accepted as partial fulfillment of the requirement for the degree of __________ (____)

____
Chairperson, Department

____
Date Signed

____
Dean, Graduate school

____
Date Signed

Illustration G

The Acceptance Sheet
(5-member committee)

This dissertation entitled, ___________________________________, prepared and submitted by ______________ in partial fulfillment of the requirements for the degree of ______________________ (specialization) is hereby accepted.

____
Member, Advisory Committee

____
Date Signed

____
Member, Advisory Committee

____
Date Signed

____
Member, Advisory Committee

____
Date Signed

____
Member, Advisory Committee

____
Date Signed

____
Chair, Advisory Committee

____
Date Signed

Accepted as partial fulfillment of the requirements for the degree of ______ (major)

____
Chair Person Department

____
Date Signed

____
Dean, Graduate School

____
Date Signed

Table of Contents

This page contains the main titles and titles of sub-topics up to the third level only. Chapter titles are in boldface and title case. Sub-titles are written without boldface and in title case. (Illustration G.).

List of tables, figures and appendices should be in separate pages. The numbers are in Arabic numerals and the titles are written with only the starting letter of the first word capitalized except proper nouns (Illustration H, I, J).

Abstract

The title of the study and the name of the candidate (The surname is written first before the first name.) should be in title case (Illustration K.). The abstract should not exceed 250 words or at most 3 ½ pages double spaced. The word adviser is sufficient for identification of the major adviser.

Illustration

The abstract

Abstract

………..Schools of Education, Bugema University, Kampala, Uganda, October 2011, **VARABLES AFFECTING SCHOOL PERSONNEL REACTION TO THE SCHOOL LEARNING ACTION CELL (SLAC) IN REGION III.**

Supervisor: Dr……………….

Illustration H

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Illustration L

ABSTRACT

SURNAME, FIRST NAME MIDDLE INITIAL. School of Graduate Studies, Bugema University, Kampala, Uganda. Month and Year of Graduation, TITLE OF STUDY (all caps)

Adviser : ________________(all caps)

(Objectives)

(Methodology)

Results (Quantitative or Descriptive)

(Note: No need to place conclusions and recommendations because these are contained in the summary, conclusions and recommendations)

Main Headings, Sections, and Subsections

Titles of main headings are written in boldface, title case, and centered. Every main heading starts on a new page that should not have a page number.

The second level of subtitles is written in boldface, title case, and is on the left margin. It is three spaces below the paragraph above and two spaces above the paragraph below.

The third level subtitles are written in italic font, title case, and is on the left margin. (Illustration L). It is two spaces below the paragraph above and one space above the paragraph below. Long third level subtitles may have two or more lines flush on the left margin (Illustration L).

If necessary, the fourth level subtitles are in italics and ends with a period. It forms part of the paragraph. It is written with only the first letter of the first word capitalized (Illustration M).

Illustration M

The First-Fourth Level Subtitles

RESULTS AND DISCUSSION 1st Level
(all caps)

2nd Level

Personal –related Factors (caps and lower case) 3rd Level

Some personal-related variables were tested for their relationship to respondent's reaction to the LAC…

Age and reaction to LAC. (cap and lower case)

According to age, the respondents were classified according to their reactions and categorized into young-old category as shown in Table ...
4th Level

Perceived Usefulness of the Feedback in Relation to the LAC

Feedback is accepted and used as basis to improve LAC. In general, the respondents "agreed very much" with the statement as indicated by the weighted mean of 4.58.

Illustration N

Fourth and Fifth Level Subtitle

RESULTS AND DISCUSSION 1st Level

____

____

_______________ 2nd Level

Personal-related Factors (caps and lower case) 3rd Level

Some personal-related variables were tested for their relationship with the respondent's reaction to LAC…

Age and Reaction to LAC (caps and lower case) 4th Level

The respondents were classified according to their reactions, and into young-old category as shown in Table ___.

Perceived school personnel benefits (cap and lower case) 5th Level

More than three- fourths (79%) of the respondents agreed very much on…(Table-)

Literature Cited

Citations should be listed alphabetically by the author's surname. Only those cited in the text are included in the list. Citations should be complete, consistent, and accurate for easy location of the source in a library (Illustration N).

The word *et al* should not be in the list. It is only used in the text.

Information in the citation should be arranged in the following order:

1. Authorship (all caps). In the case of more than one author in an entry, only the name of the first author is inverted for alphabetizing and the rest are in the normal order. e.g. REYES, A. and T. AGANON.

2. Year of publication follows the author's name. Different titles of the same authorship may use a line to indicate the same name of author. e.g. ___1988.

3. Titles of books are written with the first letter of all important words capitalized. All other citations should have only the first letter of the first word and proper nouns capitalized.

   e.g. COSTELO, M. 1999. Social Change in the Aeta Resettlement Areas. Manila: Phoenix Publishing. 25-30.

4. Names of journal or serial publication may be abbreviated except for one-word titles and those not found in the Chemical Abstracts Services.

   e.g. GUERRERO, R.F. , L.A. GUERRERO , and J.H. GROVER. 1976. Notes on the culture of freshwater shrimps in Central Luzon. CLSU Sci J. 12(2): 10. 8-10.

5. Volume and pages of serials are written in Arabic numerals after the name of the periodical; Issue number of supplement is enclosed in parenthesis. After the volume, number series is written.

   E.g. 6 (2): 12-16
   6 (Suppl 3): 15-19.

   Special series, if any, must precede the volume number: Ser. 8, 6 (3): 15-19 or Ser. D, 6 (3): 15-19.

Note:

- ❖ Book citation should follow this sequence; author, year, title, edition if other than first, place of publication, publisher's name and the exact pages referred to. (Please refer to the example above No. 3.)
- ❖ Literature cited is single-spaced within entries but double-spaced between entries. (Please refer to Illustration N).
- ❖ When author is not identified, the title of the article or material is used in place of the author's name. Do not use the word anonymous in the listing.
- ❖ When the source is the internet, the complete entry is still indicated.

GUERRERO, R.F., L.A. GUERRERO, and J.H. GROVER. 1976. Notes on the culture of freshwater shrimps in Central Luzon. Retrieved from www.tilapia.com on Feb. 3, 2008.

Illustration O

Sample Literature Cited

Anderson, Carl R. The role of the school business official in the energy conservation audit. (Published paper presented to the Northeast Ohio association of School business officials and their superintendents, Claveland, Ohio, January, 1975). Oaklahoma State University. *Published Paper*

Arrow Transportation Company. Guide to published barge: rates on bulk, 1966. *Pamphlet, Circular, Report*

Bendetti, M. S., P. Garett, M. Langlois and P. Dosterot. 1983. Gen. Offen. 3320594. (Chem. Abstract (1984), 100, 120151 j; Japan Koakai Tokyo (1984). 80668). *Abstract*

Borror, O. J. and D. M. Delong. 1954. An Introduction to the Study of Insects. New York: Rinchart. 1, 030 pages. *Book*

Bureau OF Agricultural Economics. 1978. Costa and returns of palay, corn and other selected commodities, Quezon City: Bureau of Agricultural Economics. *Public Document*

Finch, F. H. and V. Yowell. Guidance for the exceptional child. National. Soc. Studies Educ. Yearbook 49, Part 2 (1950), pp. 83-102. *Proceeding and Yearbook*

Graduate College. Thesis Writing Manual. Oaklahoma: Oaklahoma State University, Revised, 1972. *Catalog and Manual*

Guerrero, R. F. and L. A. Guerrero. 1976. Culture of *Tilapia nilotica* and Macrobachium species separately and in combination in fertilized freshwater ponds. Philipp, J. Fish. 14 (12) : 232-235 *Publication*

___________ and J. H. Grover, 1976. Notes on the culture of freshwater shrimps in Central Luzon, CLSU Sci. J., 12(2): 10:8-110. *Publication*

(same first author as the preceding entry)

Hafner, R. A. JR. Personal Interview. Oaklahoma City. Oaklahoma, April 13, 1973. Personal letter from Pedro T. Gill. 1983. Institute of Physics, University of the Philippines, Diliman *Personal Communication*

Jearbunyok, T. 1985. Improving the productivity of scraped soil for wetland rice production. Unpublished master's thesis. Central Luzon State University, Nueva Ecija, Philippines. *Thesis and Dissertation*

Jiminez, J. B. 1968. The effect of the opaque-2 and loury-2 genes on the production of protein in maize endosperm. In: Nelson, O. E. 1969. Genetic modification of protein quality in plants. Adv. Agron. 21:171-194. *Article cited in a journal or book*

Koopman, T. C. and S. Reiter. A model of transportation. Activity analysis of production and allocation. Ed. T. C. Koopman. New York: Cowless Commission for research in Economics, Monograph No. 13, 1951. *Monograph Series*

Malice, J. and D. Solum. An Analysis and evaluation of factors which are deleterious to the competitive interest of the mid-America wheat flour milling industry. Kansas City: Mideast Research Institute, Final Report 3157-D, 1968. *Pamphlet, Circular, Report*

National Census and Statistics Office. 1974. Philippine Census of Agriculture. Final report Vol. 1. Report by province (Aklan, Antique, Capiz, Negros Occidental and Iloilo). Manila, National Census and Statistics Office. *Public Document*

Rodriguez, G. JR. Equitable share of Agricultural Procedures: A Suggested Approach. Queozn City: Economic Research Division, Bureau of Agricultural Economics, Ministry of Agriculture. Unpublished. *Unpublished Paper*

Thurston, W. R. Coaxial elements and connections. Natl. Electronics Conf. Proc., 3 (1947), 97-108. *Proceeding and Yearbook*

Wilrich, T. L. and E. R. Trendsin Pond water use and treatment (Unpublished paper presented at Am. Soc. Agri. Engr. meeting: Iowa State University of Science and Technology, Department of Civil Engineering, 1957. *Unpublished Paper*

World's Religions. 1999. Manila, Philippines: National Book Store. *Book of no indicated author*

Margins

The left side margin should be 3.0 centimeters; the right side 2.5 centimeters; from the top to page number, 2.5 centimeters; and the bottom side, 2.5 centimeters.

Tables

One-page tables and figures should be placed after the page it is first mentioned. Tables are numbered consecutively in Arabic numerals. They are referred in the text parenthetically, or a part of the sentence.

The caption should be placed at the top of the table with only the first letter of the first word, and proper nouns and adjectives capitalized. Any reference source must be given in parenthesis after the caption.

Short tables of less than one-half page may appear on the page with the text with four spaces in between table and text. Avoid inserting tables or figures in between text. Long tables that need more than one page should only have the table number and the word continued (e.g. Table 1 continued...) On the succeeding pages with the column headings repeated in each continuing page of the table. Wide tables may be placed broadside with the table number and caption on the binding side.

Tables with three level headings in a single table have the first level in boldface and title case; the second level is in ordinary font and title case; and the third has only the first letter of the first word capitalized and is in italics. Beyond the third level, the words are all in small letters. Column headings are written single-space always and can be abbreviated.

Double lines should be used at the top and bottom of the table. Vertical rules are only used to separate the box heads and units of quantity and placed below the line under the box heads. Decimals should be aligned and the figures are centered in the column.

Footnotes in tabular form placed below the tables are indicated by small letters made after the words or numbers to which the footnotes refer. Single (*) and double asterisks (**) to indicate significance at five and one percent level, respectively, are allowed. Footnotes to tables are indicated and are in single space but double space between footnotes.

Figures

When first mentioned in the text, figures should be placed immediately after the page. These may be graphs, charts, maps, photographs, etc. These are labeled as figures and numbered consecutively with Arabic numerals. If a figure has more than one part, then the parts should be labeled as a, b, c, d, etc.

The caption should be placed beneath the figure with the figure number. Any credit given for the figure should be placed after the caption. The word figure should be spelled out in referring to specific figures in the text but if made parenthetically, it may be abbreviated as "Fig." with the first letter capitalized (Fig. ___)

Like the tables, wide figures must be placed broadside with the top at the binding side.

Spelling

Some words may be spelled correctly in more than one way (e.g. per cent and percent). Settle for one spelling form and use it consistently. Correct spelling may be determined by using the latest edition of Webster's Dictionary.

Spacing

The chapter heading is three spaces before the second level subheading and so is the space between the second and third level subheadings. Subheadings in two or more lines are in single space. Also the space between the subheading and the paragraph is triple space. The text materials always start three spaces below the page number.

Type of Paper

The thesis should be reproduced on a white A4 paper, 80 g/m^2.

PART III STYLE IN REPORT WRITING

Style and Voice (active and passive)

Arguments have been made on which voice of the verb is better to use in technical writing. One side of the argument claims that the active voice is more vivid and effective. The other side rules this out because the passive voice can also be vivid and effective. Look at the following examples:

- Majority of the students voted for a green uniform. (Active)
- A green uniform was voted by a majority of the students. (Passive)

Although both are short, No. 1 is shorter and emphatic while No.2 is longer by two words and not vivid. However, look at these examples.

- The study showed the weakness of the first instrument. (active)
- The first instrument was found effective. (passive)

No. 1 is active but longer while No.2 is passive but shorter. While a pronoun referent may be used such as, "I adopted the second instrument," but the use of the personal pronouns like ***I*** and *we* may not be acceptable to the prospective reader. These are appropriately used when writer's participation needs to be included in the information being shared. An example of this is a trip or a conference report where personal pronouns such as **I** or **we** may be used.

Example: The conference we attended was held in Bugema University where more than 3000 mango trees were planted.

The writer's choice of voice depends on what should be emphasized. While the passive voice may make sentences longer and less vivid, shorter and emphatic sentences can be written in the passive voice as shown by the above examples.

Sentences in the active voice have the subject doing the action. In contrast, sentences in the passive voice have the subject of the sentences acted upon by the verb. So, when an event is emphasized, the passive voice is used. If the doer of the action is emphasized (Who did what?), the active voice is used.

Examples: Students do their experiment after listening to a lecture. (active)

Experiment is done by the students after listening to a lecture. (passive)

Experiment is done after students listen to a lecture. (main clause is passive; subordinate clause is active)

Use of active or passive voice of the verb mainly depends on what to emphasize, the subject or the action.

Style and Sexist Language

Some words are sexually biased. For example, the traditional use of he and man to refer to both man and woman makes the woman invisible in the text. Look at the following sentences:

- No student should incur three consecutive absences is **his** classes.
- Every citizen upon reaching majority age should register **himself** to qualify him to vote during elections.
- The **chairman** of the board is not attending the conference.
- One of the university's missions is to develop **manpower** resources for the state.
- A **freshman** is required to wear his uniform every day.
- The **doctors** and **their wives** attended the convention on herbal medicines.
- The priest declared the couple **man and wife**.
- My mother is not working; she is **only a plain housewife**.

To avoid this sexual bias in technical writing, neutral words and plural nouns and pronouns are preferably used. This is illustrated as follows:

- Students should not incur more than three consecutive absences in their classes.
- All citizens upon reaching majority age should register to qualify them to vote during elections.
- The chair/chairperson of the board has not attended the conference.
- One of the university's missions is to develop human resources.
- Mrs. Reyes' occupation is the home.

Alternatives to Sexist Words

man- human, person, individual

man in the streets- average person, ordinary person

forefathers- ancestors

one-man show- one-person show

chairman- chair, chairperson

statesman- diplomat

policewoman – military, police

usherette- usher

prostitute- prostituted person

working men- workers

lay man- lay person, non-specialist

manning- staffing, working

chairman- chair, chairperson

statesman- diplomat

lady doctor- doctor

actress- actor

male/female dancer- dancer

freshman- first year

lady- woman; gentleman- man

mankind- humankind, humans, people, human race, society, men and women

manpower- human resource, staff, labor force, personnel

Sexist words are avoided by using neutral words and plural nouns and pronouns.

Style in Words, Sentences, and Paragraphs

Simple, Familiar, and Concrete Words

Simple words are easier to understand than long and high sounding words which delay the understanding of meaning. Likewise, concrete words are used instead of abstract ones. Complex and long words tend to be confusing.

Also, specific words rather than vague general terms must be used. Redundancy should also be avoided.

The purpose of technical writing is to inform not to impress readers with big words. So, why use *conduct* for *do*, *rationale* for *reason*, *vehicle* for *car*, *investigate* for *study*?

(Note: Remember, you are writing a report to express and inform not to impress readers on your knowledge of words.)

Overworked Words and Phrases

These words, while they may not be wrong, are pretentious and wordy. According to Mills and Walter (1983), frequent use of these makes the technical text tiresome to readers. Some of these over-used words to avoid are listed below. Those in parentheses are the best options.

activate (begin)
appropriate (fitting, suitable)
assist (help)
communicate (write, tell)
consider (think)
demonstrate (show)
discontinue (stop)
effort (work)
endeavor (try)
facilitate (ease, simplify)
function (work, act)
utilization (use)
implement (carry out)
indicate (point out, show)
investigate (study)
maximum (most, largest, greatest)
optimum (best)
personnel (workers, staff)
philosophy (idea, plan)
terminate (end, stop)
transmit (send)
utilize (use)
vital (important)

(Note: The word, together, is needed in the phrases such as connect together, cooperate together.)

Technical Jargons

Highly technical words should also be avoided. Known as jargons, these technical words are understood only by readers who have the same specialization as that of the writer. Using them may defeat the purpose of writing especially if it is for general readership.

Examples:

- ceiling – limit
- megs – megacycles
- trigger – start, begin
- prototype – design
- state of the art – present knowledge
- inundation- water
- weld- join
- foliar- leaves

Being precise is using simple words and avoiding overworked or trite words.

The Sentence

Most basic of written communication, the sentence has two essential elements: subject and predicate. The subject names the main idea in the sentence while the predicate states something about the subject. So when either element is missing, it results in "incomplete or unclear sentence" (Neufeld, 1987).

Example: **Classes** in most colleges and universities whether public or private usually **start** second week of June.

Omission of either element usually occurs when sentences get very long because of too many phrases or clauses. Too much of these must be avoided for sentences to be clear and easy to understand.

Example: Classes in most colleges and universities whether public or private in the provinces and some cities. (no predicate)

Classes in most colleges and universities start second week of June. This is true in the provinces and some cities.

Moreover, technical writing calls for the use of more simple and short sentences. In a paragraph, simple sentences should outnumber the other structures such as compound, complex, and compound-complex. Other sentence structures may be used to avoid monotony brought about by many choppy sentences that easily tire readers.

Simple Sentence versus Complex Sentence

Simple sentences are preferred in a technical composition but these may combine with longer sentences to avoid awkwardness and oversimplification. Short sentences that express similar or related ideas may be joined by coordinating or subordinating conjunctions. Over-using very long sentences often create confusion and misunderstanding on the idea or information being relayed.

The Paragraph

A technical paragraph usually begins with a topic sentence that states the main idea. The other sentences are merely supportive details or further explanations of what is stated in the topic sentence.

Putting more than one unrelated ideas within the paragraph should be avoided. Another idea should start a new paragraph. "A technical writer does not want his reader to be in suspense as to what he proposes to talk about" (Mills and Walter, 1980). Short paragraphs are easier to read and understand than long ones.

More short than long sentences may be used in a paragraph. Short sentences are easier to understand than very long ones.

PART IV GRAMMAR AND USAGE

Correct grammar applies to any form of writing. Since technical writing is an activity of a professional, readers expect writers to use correct grammar.

Correctness in grammar and word use is also reflective of the dignity of the writers and their respect to their readers. Misuse of generally accepted rules in grammar is irritating to readers and listeners in oral presentation of technical reports.

Moreover, errors in usage may interfere in the correct understanding of the message. One author said, technical writers have to be concerned not only of being understood but should also guard against being misunderstood (Zall, 1966).

The most common errors in grammar and usage to avoid and learn its correct use are presented and illustrated here. Any book in English grammar can also serve as reference.

Subject-Verb Agreement

Indefinite Subjects

Indefinite subjects, commonly pronouns, take singular verbs. Some of these are everyone, everybody, anyone, someone, and somebody. However, some indefinite subjects followed by a prepositional phrase have the number of the verb depend on the object of the preposition.

Examples: Everyone is required to answer the questionnaire.
Everybody has applied for the position.
Anyone interested to answer the question is given additional point.
Someone was hit by the stray bullet last night.
Somebody loves to play that computer game.
No one among the applicants was qualified in the interview.
Nobody in all the groups wants to apply for the job.
Either of the twins is talented.

But: Some of the questionnaires were incompletely answered.
Some of the commodity is fake.
Half of the population is women.
Half of the respondents were teenagers.
All of the water in the tank was drained
All of the members of the cast have done well.

Collective Words

When used as subject of the sentence, these words take either singular or plural verb depending on the sentence sense. That is, “when the individuals comprising the collective term are thought of separately, the verb must be plural” but when “thought of as a group, the verb should be singular” (Mills and Walter, 1986).

Examples: The audience has made a standing ovation for Ms. Perez’ performance.

The audience were noisy during the performance.

A pair of new shoes was required in the event.
A pair of pencils have been supplied for use in the research.

The number of respondents was limited.
But: A number of respondents have not answered the questionnaires.

Collective words that always take a plural verb: majority, a number, both

Majority in the audience were employed.
A number of students have been awarded the scholarship grant.
Both are important components of the research.

Subjects of Amount

Words that denote technical units, amounts, and sums take singular verb (Mills and Walter, 1986).

Examples: Three yards of cloth was barely enough for the experiment.

Twenty kilometers of road has been contracted by Ramos Construction Company.

Five thousand pesos is a big amount for a laborer to lose.

Six ounces of milk was consumed by the baby.

Four quarts of ice cream is the demand of the children.

Twenty kilograms of nitrogen was mixed with potassium and phosphorus.

Indefinite pronouns, collective words taken as one, and subjects of amount always take a singular verb.

Compound Subjects

Subjects joined by coordinating conjunction ***and*** always take plural verb.

For more than one subject joined by pairs of words like either/or, neither/nor, whether/or, the verb agrees with the nearest element of the subject.

Examples: Either the sample specimens or the test tube was contaminated.
Neither the student nor his teachers were given the result of the test.

However, compound subject joined by ***together with, along with, as well as, in addition to, no less than*** have the verb agree in number with the first element of the subject.

Examples: The athlete as well as her coaches was awarded the first prize.

The children together with their mother have arrived home safely.

The microorganism in addition to its effects has been studied.

Moreover, when compound subjects refer to only one person, the verb to use is singular.

Examples: The **president** of the university **and director** of the project was the guest of honor during the launching ceremony.

But: The **writer and researcher** has just submitted her output.
The writer and **the** researcher have just submitted their output.

Relative Clauses

In a sentence with a relative clause, the verb must agree with the pronoun antecedent.

Examples: One of the test ***tubes that were used*** in the experiment was broken.

The sample **plants which were** measured have been stored.

He is **one** of our students who **have** passed the board examination.

This is the one of the machines that is out of order.

Note: When the article **the** precedes **one,** the verb in the relative clause is singular (Mills and Walter, 1986).

Compound subjects joined by either or/neither nor have the verb agree in number with the nearer subject. Compound subjects referring to the same person take singular verb.

Person

Formal reports particularly technical ones normally use the third person not the first person. The use of personal pronouns in the first person like we, I, my, us, and mine is avoided. However, for trip, conference, and other signed reports, these personal pronouns are used to avoid awkwardness.

Tense

Past tense is used to describe work which was done. Research results and methods used should be stated in the past form of the verb.

Examples: 1) The plants applied with 400 ppm gibberelic acid had the highest germination percentage.
2) Tassels were cut at the last node near the flag leaf of the glutinous corn.

However, hypotheses, principles, theories, facts and other general truths as well as generalizations are expressed in the present tense. Conditional words like *could* and *would*; *perhaps*, and *may be* should be avoided.

Examples: 1) Teachers' academic and personal attributes significantly determine their level of performance in instruction, research, and extension service.
2) The Philippine buffalo is a major source of draft power in almost all traditional farming operations (statement of fact).

Voice

Technical reports use both the active and passive voice appropriately but to some degree of consistency within the paragraph. Unnecessarily shift in voice, however, must be avoided. Generally, formal reports like research results are written in the passive voice to avoid expression of subjectivity and to present a tone of objectivity.

Example: Disease outbreak in swine is minimized by intensive swine vaccination. All buildings must be designed for comfort of the animals, and for rapid and efficient cleaning. Provide adequate drainage of waste.

(Note: The last sentence is an unnecessary shift in voice. This should be avoided. Shift may be done in another paragraph but not within.)

Correction: Adequate drainage of waste should be provided

Dangling Modifiers

These are phrases that do not have anything to modify making the sentence amusing or misleading. Here are examples of dangling modifiers.

Working so hard, the job was finished on time. (The job working hard?)

Setting the apparatus, the experiment is ready to start. (The experiment to set ..?)

After preparing the table, eating started. (Eating to prepare...?)

To begin the field work, all the materials needed were prepared. (All materials to begin...?)

Encoding for three days, the manuscript was submitted. (Manuscript to encode...?)

After being filled with 5000 gallons of water, the workers transported the tank to the experimental area. (Workers to be filled ...?)

Possible Corrections:

Working so hard, the researcher finished the job on time.
The job was finished on time after the researcher had worked so hard.
The researcher finished the job on time after he/she worked so hard.

The experiment started after the students had set the apparatus.
Setting the apparatus, the students started the experiment.

After preparing the table, the waiters signaled for eating to start.
Eating started after the table was prepared.

To begin the field work, the interviewers prepared all the materials needed.
The interviewers prepared the materials needed for them to begin the field work.
The needed materials were prepared for the field work to begin.

Encoding for three days, the typist submitted the manuscript.
The manuscript was submitted after encoding it for three days.

After being filled with 5000 gallons of water, the tank was transported to the experiment area.
The tank was transported to the experiment area after filling it up with 5000 gallons of water.
The workers transported the tank to the experiment area after filling it up with 5000 gallons of water.

To avoid dangling modifiers, always place the modifiers nearest the words modified.

Lack of Parallelism

Sentences with elements (words, phrases, and clauses) joined by conjunctions should be in parallel form. Violation of this results in "shifted construction" (Mills and Walter, 1986).

Examples: 1. Students taught in Uganda got better grades and low grades were obtained by those taught in English.

Correction: Students taught in Uganda got better grades than those taught in English.

2. The plants were fertilized with 50 kg of cow manure and we added 10 kg of compost.

Corrections: Plants were fertilized with 50 kg of cow manure and 10 kg of compost.

We fertilized the plants with 50 kg of cow manure and 10 kg of compost. (However, research reports do not usually allow the use of personal pronouns like “we”.)

3. The study was conducted to determine the academic performance of the CLSU graduating students, their extracurricular activities were also determined and if these two are related.

Corrections: The study was conducted to determine the academic performance and extracurricular activities of the students, and the relationship of these to each other.

4. Height and how heavy are the piglets significantly increased after the feeding experiment.

Correction: Height and weight of the piglets significantly increased after the feeding experiment.

Words, phrases, and clauses joined by coordinating conjunctions and conjunctive adverbs have to be parallel. That is, words are joined with words of the same parts of speech, phrases with phrases, and clauses with clauses.

Usage

Many words are commonly incorrectly used in technical writing. Often, these are interchangeably used to express the same meaning. Below is the list taken from Mills and Walter (1982):

ability/capacity

adjacent/contiguous

advise/tell, inform

alternative/choice

among/between

anticipate/expect

apparent/obvious/evident

assume/presume

balance/remainder

few/less

filtrate/filter

Indicated/required

liable/likely

oral/verbal

percent/percentage

practical/practicable

principal/principle

reaction/opinion

target/objective

waste/wastage

Examples: The **ability** of the students in solving mathematical problems was studied.
The **capacity** of the water tank is 2000 liters.

Moreover, wordy and redundant phrases must be avoided. These phrases are found in by Mills and Walter (1983). Those in parentheses should be used instead.

absolutely essential (essential)

actual experience (experience)

aluminum metal (aluminum)

At the present time (at present, now)

completely eliminated (eliminated)

collaborate together (collaborate)*

during the time that (while)

Few in number (few)

In many cases (often)

In most cases (usually)

In this case (here)

In connection with (about)

make application (apply)

make contact with (see, meet)

make a purchase (buy)

past history (history)

stunted in growth (stunted)

subsequent to (after)

on the part of (by)

through the use of (by, with)

true facts (facts)

until such time (until)

with the aim of (to)

in all cases (always), in the event (if)

Other examples were found in graduate theses and written communications by Kollin (1994). Those in parentheses reflect formality and professionalism of the writer.

employed the use of (use)	final result (result)
made mention (mentioned)	for the reason that (because)
the reason is because (the reason is/because)	utilize the use of (use of)
return back again (return/be back/again)	aimed to determine (determined)
enumerate one by one (enumerate)	old returning (returning/old)
with the purpose of (purpose is)	in the event that (in case)
rectangular in shape (rectangular)	at this very moment (now/this time)
Further advance (further/advance)	if and when (if/when)

Using precise words requires knowledge on their exact meanings. This avoids vague sentences and facilitates easy understanding of the message.

Other words are interchangeably used oftentimes leading to confusion. Some of these were listed by Pascasio etal. (1997):

- adopt – adapt
- all ready – already
- all right- alright
- affect – effect
- protégé- prodigy
- loose- lose-lost
- lie- lay
- till- until
- advise- advice
- farther- further
- they're- there-their
- stationary- stationery
- beside- besides
- its- it's
- site- cite

PART V MECHANICS IN WRITING REPORTS

Punctuations

Period

1. A period is placed after a complete declarative or imperative sentence not after a phrase or an incomplete sentence.

Correct: The study was conducted to analyze the relationship of socio-cultural and politico-economic factors with rubber technology adoption in Pattani, Thailand.

Wrong: Rubber technology components:
- Formula of fertilizers
- Rate of fertilizers
- Treatment of brown blast.

2. Titles of papers, center headings, and subheadings, legends of tables unless stated in sentence forms do not require terminal punctuations.

Comma

Uses of the comma:

1. To separate words, phrase, or clauses in series.
   Example: The criteria used were cropped area, crop yields, and water adequacy.

2. To separate long clauses joined by *and, but, or, nor, for, yet, so* although it is omitted when clauses are short.
   Example: Conversion of each day within the year into its equivalent Julian date was made, and from this, week number was determined for each irrigation.

3. To separate an introductory phrase or clause from the main clause.
   Examples: 1) From the identified strengths and weakness of the current practices, alternative strategies were formulated.
   2) When the target changes course, radar detects the change.

4. To set off non-restrictive appositives, phrases, and clauses in place of dashes and parentheses.
   Examples: 1) The local NIA-PIO, through a loan assistance amounting to P384, 000.00, carried out the general rehabilitation work for the system.
   2) The system, CUSARICA CIS, was turned over to 185 farmer-members for them to manage and maintain.

5. To separate coordinate but not cumulative adjectives.
   Examples: 1) The political, technical, economic and cultural reasons were clustered for quantification.
   2) The standard cultural pond management practices were observed.

6. To set off conjunctive adverb and transitional phrases.

   E.g. 1) The respondents admitted, however, that their organization is not financially capable to implement changes.
   2) Moreover, results are expected to be disseminated to those in the fields of agriculture, resource and food systems in general, and water management in particular.

Colon

The colon is used to:

1. Separate the sentence stem from supporting statements or examples.

   The irrigator's association elected the following officers: president, secretary, treasurer, auditor and business manager.

2. Separate two independent clauses when the second closely relates to the first.

   Feed mixing is a simple farm operation: it may be done mechanically or manually. (The first word of the second clause may not be capitalized unless it needs great emphasis; otherwise, it might as well start a new sentence or be a subordinate to the first clause).

Semi-colon

1. The semi-colon may replace coordinate conjunction (and, but, or, not, for, yet, so) joining two independent clauses.

   The mixture was taken; a portion of which was warmed to 29^{o}C just before feeding.

2. It is used before a coordinating conjunction joining two long independent clauses or before conjunctive adverbs like therefore, however, also besides, nevertheless, consequently, furthermore.

   Examples: The average growth rate of pigs from 40 lbs to 150 lbs increased with the increase in weaning weight; but the heavier pigs at weaning did not indicate significantly better efficiency and average growth rate than the lighter pigs.

   Most abnormalities in swine which may be transmitted to the off-spring are hernia, atresia ani and cryptorchidism; therefore, identification and culling of the source is the only effective measure of eradication.
3. A semi-colon is used to separate items in a series with internal punctuations,.

Do not vaccinate pigs which look unhealthy, are sick or weakened by parasites, malnutrition and other factors; pigs recently exposed to infection; and those less than six weeks.

Capitalization

Technical writing like the thesis uses the conventional rules of capitalization. It has also veered away from overcapitalization so it does not favor capitalizing titles of person, name of product, names of committee, etc. Levels of headings within a report are capitalized though. Also, words are not capitalized to emphasize their importance. Repeated usage of names of founders has made the terms common so that these are not capitalized anymore:

- diesel (Rudolf Diesel)
- Ampere (Andre-Marie Ampere)
- Ohm (George Simon Ohm)
- hert. (Heinrich Rudolf Hert.)

But : Kelvin Scale (William Thompson Lord Kelvin)
Mach number (Ernest Mach)

1. The first word after a colon is not capitalized if it is merely supplementing the preceding group of words. If the material following it is in sentence form, the first word must be capitalized

Examples: The objectives of the study were: to present a profile of PCC field technicians;

Results of the study were: Majority of the respondents were young. They are married and they have a college education.

2. The first word of fragmentary quotation is not capitalized.

"… women in the Philippines are highly educated."

3. Words used to indicate direction preceding a proper noun are not capitalized (east Pangasinan; south Asia) but capitalize a descriptive term denoting definite region, locality or geographic feature (Northern Luzon, Central Visayas, South Korea).

Abbreviation

Generally, abbreviations are used to save space but it should be done systematically to avoid confusion. Words that have to be used repeatedly in the text are abbreviated after its spelled-out form the first time it is used.

Central Luzon State University (CLSU) is the zonal university for Region 3.

Rules of abbreviation:

4. Small letters are used in abbreviating common words except proper nouns and acronyms such as CLSU; FIA (Farmer Irrigators Association); BLM (Broman leaf meal)

But: 4 kg for 4 kilograms
3 min for 3 minutes
1 yd for 1 yard

Periods and spaces in between the letters are not needed.

5. Only weights and measurements except short ones are abbreviated when these are written with figures. Abbreviations do not need to be capitalized.

   - kg for kilogram 5 kg
   - lb for pounds 3 lb
   - m for meters 8 m
   - FIA for Farmer Irrigators Association

6. Abbreviations are not punctuated unless these form a word with a different meaning.

   - 2, 4, 18, 20 yr
   - Fig. 5, 9, 11
   - No. 20

7. Approximation should not be abbreviated: several kilometers (not km), more than a hundred meters (not m).

8. Abbreviations used in non-linear texts like figures, tables, graphs and other visuals should be defined or spelled out in the text or footnote.

Hyphens

9. Hyphens are used when two or more words are compounded to modify a noun or used to express a unified idea.

   - left-over feed
   - killing-out-percentage
   - state-of-the-art research
   - high-power radar
   - farmer-respondent perceptions
   - air-craft mechanic
   - trouble-free system

(When in doubt, consult your dictionary.)

10. Compound nouns used as units of measurement may be hyphenated.

- kilogram-meter: kg-m
- kilogram-degree: kelvin Kg°K

3. Adverb-Adjective combinations are hyphenated only when used before noun but not after.

- well-developed muscles
- muscles well developed

4. A suspended hyphen is used for a series of numerical adjective: 30-, 40-, 50- km road.

5. Compound numbers 21 through 99 when spelled out are hyphenated. Fractions which are complex and cannot be written in smaller numbers are also hyphenated. Simple fractions that are spelled out are also hyphenated.

   Fifty-five violations of the policies were reported.
   Four-fifths of the respondents were categorized as young.
   3-1/4 meters wide

6. A hyphen is used to avoid doubling a vowel or tripling a consonant, e.g. micro-organism shell-like

Numbers

The rules in writing numbers in reports cover most situations although some variations exist in the disciplines that require the report. The trend, however, in report writing is toward the use of figures.

11. Use figures when accompanied by units of measurements.

• 1 meter	P65.00
• 50%	3 weeks
• 2 kg	9 years

2. Spell out numbers below 10 when not accompanied by units of measurement but use figures above 10.

two respondents	six experimental plants
four plants	eight farrowing pens
10 farmer-respondents	11 machines
15 ponds	

12. Figures are used for numbers below and above 10 in a series.

    Example: The study used 3 weanlings, 5 sows, 11 boars, and 8 fatteners.

    Spell them out if none of the numbers is greater than 10.

4. Spell out the shorter number in a compound-number adjective.

- two 11 inch bolts
- 5 two-meter plots

5. Use‘s to express the plural form of numbers 16’s, 1980’s.

6. Always spell out numbers that start a sentence otherwise avoid starting it with a numeral.

7. Express large numbers by combining figures and words.

   … 3 billion pesos or P3M

8. Always place a zero before fractions less than one when written in decimal. 0.123, P0.50

   Precision also demands that a zero is placed before the decimal point. 0.520

9. Spell out figures of approximation because these are not precise.

   - about three hundred
   - almost one-half
   - a quarter of a mile
   - up to fifty

   Other “hedge words” that signal approximations are: approximately, more or less, more than, or order of, and roughly.

Signs and Symbols

1. Signs and symbols that cannot be made on the computer should be inserted by hand in Indian ink.

2. The x when used to indicate "cross with", as in plant or animal breeding, should be approximately spaced for the accompanying words to separate them.

   Example: male T. *nilotica* x female T. *nilotica*

3. The degree mark maybe used in lieu of the word when it is followed by a figure indicating measurement (e.g. 50%). Other writers prefer the spelled out form. Decide which to use and be consistent.

4. Long mathematical expression may have its break after plus or minus and before the equal sign when space is limited.

   Examples: 1) … 3452539678 +
   4567891
   2) … 12345 – 2345 =
   1000

5. Symbols like abbreviations should consist of two or three letters never more than four and the same symbol is applied for both singular and plural forms.

   50 kg not 50 kgs

6. Numbers or symbols that start a sentence are always spelled out.

   While symbols may also save space like abbreviations, these may cause confusion if used as part of the text in a report. They are used only in tables and illustrations.

   Technical symbols that must be used should be defined if not in common use. Symbols for dollars and percent though may be used as part of a text (Pauley, 1979). In using these symbols, however, consistency must be observed. Symbols should be used sparingly in the text.

   For symbols that must be used which may duplicate one that stands for another term, non-standard symbol may be used to represent it if it cannot be written out due to length, or other reasons. In doing this, consistency must be observed.

   Examples: T may stand for temperature, tesla (a unit of magnetic flux), or the prefix terra (10^{12})
   A 15-inch opening (not 15" opening) unless it is part of an enumeration of a series such as:
   - 15" pipe
   - 12' pole

Division of Words

Dividing words by syllable at the end of the line is done but each element should not be less than three letters. The best way to divide a word is to base it on the rootword and affixes.

Examples: rotat-ion, cit-ation, correct-ion, agree-ment
Para-graph, par-agraph, parag-raph

Words with double consonants may be divided between the double letters: mir-ror, paral-lel, gram-mar.

PART VI SPECIFIC CONCERNS FOR THOSE USING TURABIAN

Before you start to work on the references for your term paper, thesis, research, or doctoral dissertation, make sure that Turabian style references are those preferred by your department and/or chair. **FIND DETAILED TURABIAN MANUAL WITH YOUR DEPARTMENT.** Certain types of references lend themselves to certain disciplines.

Footnotes follow different guidelines. The style recommended by Bugema University which is designated style N in Turabians Manuel (latest edition). Specific recommendation for certain types of footnotes used primarily in papers prepared for the Seminary appear in this manual.

FOOTNOTES (GENERAL)

Footnote numbering starts over with each page. Thus the first note on each page is numbered 1. This eliminates extensive renumbering if a footnote is added or deleted. It is also a convenience to your reader when the document finished. Because dissertations will eventually be reproduced, you must be aware that while footnotes may be presented in a typeface smaller than the text, they may not under any circumstances be in a typeface smaller than 10 points.

The first note to a reference includes all the facts of publication. Subsequent footnotes to the same work are given in a shortened form.

References to E. G. Whites books should follow the same guidelines as other works. Abbreviations familiar to Seventh day Adventists may be used in the text only when the research deals specifically with Whites writing. In such a case, a list of abbreviations must be included in the preliminary pages, and the date of the writing (as well as the edition quoted if there is a difference) should be indicated.

FOOTNOTES (SPECIFIC)

Several specific suggestions are given here to guide the writing of footnotes.

1. Turabian’s Manual (6th ed.) recommends that an authors full name must appear in the first footnote reference. For Seminary papers, in the first reference to a work, whether in the text or in a footnote, the authors name should appear as given on the title page of the work cited. However, should the title page carry the authors surname only, the first initial should be supplied from some other source if at all possible.
2. Turabian (2.67) gives a detailed table for using continued or inclusive page numbers in references. You may use this system or you may write out all numbers; whichever system you use, follow it consistently throughout the paper.

3. Footnotes for encyclopedia articles should include the following sequence of information, Authors, articles title, name of encyclopedia, edition, date, volume, and page number(s) for the first citation of the article. This is a departure from Turabian 11.43. However, unsigned encyclopedia article are written with the name of the encyclopedia first, followed by the number of the edition and s.v. with the name of the article as recommended by Turabian 11.42. (Bible dictionary and Lexicon references follow the same form as that used for encyclopedias except that publishing information is included in the bibliography

4. References for commentaries with unsigned articles include the following sequence, Article title, commentary title, name of edition, place of publisher, date, and volume and page number. In commentaries such as the SDA Bible Commentary, some articles appear on specific subjects. Where this occurs, the article title can be used. Comments on the Bible text, however, often appear without a specific title. In this instance, use the title of the book under discussion (e.g. "Isaiah" in quotation marks) as the article title and follow with the pertinent information. (See sample of correct form in the appendix)

5. References for journal articles should follow Turabian 11.39 and11.40. The month or season designation may be omitted, leaving only the year date, unless each issue starts pagination at page 1. However, it may be a courtesy to your reader to leave in the month or season to facilitate his/her research. If the volume year spans two or more calendar years, the years should be hyphenated and only one space follow the colon before the page number-i.e.,JSOT1(1978-79): 34.

6. When a reprint edition is used, imprint information as the original source may be limited to whatever information is available in the reprinted edition itself (usually appearing on the front or back of the title page). Paperback editions may be referenced with whatever information is available in the specific paperback edition itself. In both cases, however, student must realize that in certain papers which deal with historical might mislead the reader-it is very important to include original publication dates. Seek your adviser's counsel in this matter.

7. Since the purpose of references is to identify sources and to make it easy for the reader to locate them, supplementary information such as translators, authors of forewords and introductions, names of lecture series, colloquia, etc., are optional unless they are of specific importance in any given case.

8. References to ancient and medieval works (such as classical, patristic, and rabbinic sources) should use Arabic numbers (as recommended in Turabian 8.119-8.1278). Note that no spaces occur between periods and numerals, but spaces do follow commas and semicolons.

9. Abbreviations may be used in footnotes for commonly used sources (but never in the bibliography). If such sources are abbreviated, a list of abbreviations must appear in the preliminary pages of the paper. Counsel with your thesis or

dissertation committee members and determine their preference on this matter before writing (See information on abbreviations below).

10. When Bible references are used, they are assumed to be from the King James unless otherwise indicated. Other versions should be indicated immediately following the reference, whether in the body of the text or in a footnote, i.e., Luke 4:1 (RSV), Mark 1:10 (Moffat). When a version other than King James is the primary source for references, you must state in a footnote with the first reference. In such a case, the King James Version as well as any others used must be noted each time a text is cited.

11. The title of a set of commentaries (ICC, NICOT) etc. Used as an often-quoted source may be abbreviated, provided it appears in a list of abbreviations. Each time a new contributing author of an article for a commentary is introduced, the footnote follows the requirements for a first footnote.

12. When referencing a series, the name of the series (abbreviated, if appropriate) and the item should be supplied; however, the name of the series editor may be omitted. Each time a different author from the series is cited, the footnote follows the requirements of a first footnote.

13. Remember that every direct quote (whether in the text or written as a block) must have a reference. The reference number appear immediately after the quotation mark (when in the text) or at the end of the block. Other specific information, whether a direct quote or not, should also be referenced.

14. Electronic media: In order to provide a useful reference to an electronic source, direct your reader to the information being citer, not the home page or menu pages. Make sure your URL address work. Test the URLs on a frequent basis, and especially before submitting your final document Retain copies of your downloaded material until the paper or dissertation has been successfully defend.

It is impossible for any manual to give detailed information to cover every type of reference. If your paper requires specialized types of references, you should meet with your adviser, department chair, and/or thesis or dissertation committee when you begin writing. The form to be followed for specialized references should be agreed upon and written down. A typed copy of the agreed-upon style should be presented to each committee member, the dissertation secretary, and your typesetter whenever reading, editing, or typesetting is done so that all are aware of the style and consistency can be maintained throughout the paper.
Some sample entries typically used in theological papers appear in Appendix A of this manual.

BIBLIOGRAPHICAL ENTRIES

Student using Turabian footnotes (style N) must use Turabian bibliography entries (style B). The appendix of this manual has some examples of entries that are typical of the theology discipline. These are given for the convenience of students in the SDA Theological Seminary or in Religious Education.

Rules for Bibliographical Entries

1. Bibliographic entries should appear in one alphabetical list. If more than one category is considered essential, categories must be kept to an absolute minimum and be carefully explained.
2. Runover lines in bibliographic entries are indented one-half inch.
3. Entries are single spaced; a double space appears between entries.
4. One entry should not be split between two pages.
5. Entry source (except Bible versions) used in the text must be referenced in the bibliography.

ABBREVIATIONS

The list of common abbreviations given by Turabian (2.26) and the rules that govern them are generally to be followed. However, there are a few exceptions.

1. Turabian 2.13 gives the abbreviations for the states and territories to be used in footnotes and bibliographies.
2. Always spell out the words "appendix," "line," and (in seminary paper) "Versus." The abbreviation "etc." is accepted in all papers, in text as well as footnotes. Seminary papers also use the "chapters"; vs., vss.-"verse," other abbreviations accepted by nearly everyone in theological circles are OT, NT, MS, MSS, MT and LXX. There are used without period and MS and MSS are used only for specific citations.
3. The abbreviations "f." or "ff." are not to be used for pages in books OR an article. (if scattered information occurs, cite the exact *page references* and add "passim.") These abbreviations "f." or "ff." may occasionally be used in connection with verses or with lines of a text; but, if possible, the specific verses and specific lines should be indicated.
4. Scriptures references that include chapter and chapter and verse are to be abbreviated. Scripture abbreviations are not followed by a period.
5. References to biblical passages, Apocryphas, and Mishnah, *may* be put in parentheses in the text with prior consent of the thesis or dissertation adviser. Standard abbreviations, as shown below, should be used.
6. Abbreviations of theological sources may be used in footnotes, but only when a list of abbreviations is included in the paper and with prior consent of the thesis or dissertation adviser.
7. Biblical languages may be printed in Greek or Hebrew chapters or translated according to the scheme found inside the back cover of each *Andrews University Seminary Studies*. Either system is accepted, but the two should not be mixed
8. For list of abbreviations of standard books and periodicals in religion and biblical studies, pseudepigraphical and early patristic works, Dead Sea scrolls and related texts, targumic and rabbinic materials, *see Andrews University*

Seminary Studies 32 (Autumn 1993): 310-320. (This material is available on offprint from the *AUSS* office, 132 Seminary Hall, 471-6023.) A longer list of the same kinds of abbreviations appears in the *Journal of Biblical Studies* 107 (Spring 1988): 579-596 or on the home page of the Society for Biblical Literature, http://scholar.cc.emory.edu. A comprehensive list of abbreviations for book, books services, and journal appears in *Theologische Realenzyklopaedie: Abkurzungverzeichnis* (Berlin: W. de Gruyter, 1994). For Josephus, as for all other classical Greeck authors, following the abbreviations listed in H. G. Liddell and R. Scoutt, eds., *A Greek-English Lexicon (*Oxford: Clarendon Press, 1996). For Latin writers, use the forms listed in the *Oxford Latin Dictionary*, ed. P. G. W. Glare (Oxford: Clarendon Press, 1982). For other abbreviations, work closely with your adviser.

Biblical Book Abbreviations

It is suggested that all departments and school within the University use the biblical book abbreviations recommended in the *Seminary Style Guide.* They are written with no periods.

Gen	1 Kgs	Prov	Amos	Matt	Phil	1 Pet
Exod	2Kgs	Eccl	Obad	Mark	Col	2Pet
Lev	1 Chr	Cant	Jonah	Luke	1 Thess	1 John
Num	2 Chr	Isa	Mic	John	2 Thess	2 John
Deut	Ezra	Jer	Nah	Acts	1 Tim	3 John
Josh	Neh	Lam	Hab	Rom	2 Tim	Jude
Judg	Est	Ezek	Zeph	1 Cor	Titus	Rev
Ruth	Job	Dan	Hag	2 Cor	Phlm	
1 Sam	Ps	Hos	Zech	Gal	Heb	
2 Sam	(Pss	Joel	Mal	Eph	Jas	

Abbreviations are used when specific chapter or chapter-and-verse references are given, not when the Bible book name is used.

Apocryphal References

1 Kgdm	Add Esth	2 Esdr	1 Macc	Pr Azar	Tob
2 Kgdm	Bar	4 Ezra	2 Macc	Pr Man	Wis
3 Kgdm	Bel	Jdt	3 Macc	Sir	
4 Kgdm	1 Esdr	Ep Jer	4 Macc	Sus	

PART VII MLA STYLE (7th) QUICK GUIDE

References indicate the exact location for sources of information used in the text of the paper; the bibliography (or list of works cited) describes, as a whole, the works from which the citations are taken. PLEASE NOTE: The examples on the following pages are based on the style recommended in the *MLA Handbook for Writers of Research Papers* (7th ed. 2009). MLA style is commonly used in research papers on topics in the humanities.

Note: In the latest version of the MLA Handbook, there has been a major change to the formatting of titles. Instead of being underlined, titles are now being italicized. They also require the inclusion of the medium of publication such as print, web or DVD.

IMPORTANT: Bugema University defines plagiarism as "the presentation of the work of another author in such a way as to give one's reader reason to think it to be one's own. Plagiarism is a form of academic fraud."

Bibliography

There is no single correct format for a bibliography, but consistency must be observed in all entries. The bibliography, or list of works cited, is normally included at the end of the paper. Numbers in parentheses refer to the section in the *MLA Handbook* (7th ed. 2009).

Books

- ***one author (5.5.2)***:

  Hillman, Richard. *Shakespeare, Marlowe, and the Politics of France*. New York:Palgrave, 2002. Print.

- ***two authors (5.5.)***:

  Hand, Richard J. and Michael Wilson. *Grand-Guignol: the French Theatre of Horror*. Exeter: University of Exeter Press, 2002. Print.

- ***three authors (5.5.4)***:

  Cargill, Oscar, William Charvat, and Donald D. Walsh. *The Publication of Academic Writing.*New York: Modern Language Association, 1966. Print.

- ***more than three authors (5.5.4)***:

  Howe, Louise, et al. *How to Stay Younger while Growing Older: Aging for all Ages*. London: Macmillan, 1982. Print.

- ***no author given (5.5.9)***:

  The Chicago Manual of Style. 15th ed. Chicago: U of Chicago P, 2003. Print.

- ***an organization or institution as "author" (5.5.5)***:

  American Psychological Association. *Publication Manual of the American Psychological Association*. 5th ed. Washington, DC: American Psychological Association, 2001. Print.

- ***an editor or compiler as "author" (5.5.10)***:

Updike, John, comp. and ed. *The Best American Short Stories of the Century*. Boston: Houghton Mifflin, 1999. Print.

- ***an edition of an author's work (5.5.10):***

Austen, Jane. *Pride and Prejudice*. Ed. Robert P. Irvine. Peterborough, ON: Broadview P, 2002. Print.

Milne, A. A. *When We Were Very Young*. New ed. New York: Dutton, 1948. Print.

Shakespeare, William. *A Midsummer Night's Dream.* Ed. R.A. Foakes. Cambridge: Cambridge UP, 2003. Print.

- ***a translation (5.5.11)***:

García Márquez, Gabriel. *Living to Tell the Tale*. Trans. Edith Grossman. New York: Knopf, 2003. Print.

- ***a work in a series (5.5.15)***:

Renwick, William Lindsay. *English Literature, 1789-1815.* Oxford: Clarendon P, 1963. Print. The Oxford History of English Literature 9.

- ***a work in several volumes (5.5.14)***:

Gardner, Stanley E. *The Artifice of Design*. New York: Hill & Wang, 1962. Print. Vol. 2 of *A History of American Architecture*. 5 vols. 1960-64.

Parker, Hershel. *Herman Melville: A Biography.* 2 vols. Baltimore: Johns Hopkins UP, 1996-2002. Print.

- ***conference proceedings (5.5.21)***:

Kartiganer, Donald M. and Ann J. Abadie, eds. *Proceedings of the 24th Faulkner and Yoknapatawpha Conference,, 1997, U of Mississippi: Faulkner at 100: Retrospect and Prospect: Faulkner and Yoknapatawpha, 1997*. Jackson: Univ Press of Mississippi, 2000. Print.

Articles

- ***periodical (5.4.2 – 5.4.4)***:

Issues paginated continuously throughout the volume:

Loesberg, Jonathan. "Dickensian Deformed Children and the Hegelian Sublime." *Victorian Studies* 40 (1997): 625-54. Print.

York, Lorraine M. "Rival bards: Alice Munro's Lives of Girls and Women And Victorian poetry." *Canadian Literature* 112 (1987): 211-16. Print.

Each issue starts with page 1:

Wilkin, Karen. "A Degas Doubleheader." *New Criterion* 17.1 (Sept. 1998): 35-41. Print.

- ***newspaper (5.4.5)***:

Jonas, Jack. "A Visit to a Land of Many Facets." *Washington Star* 5 Mar. 1961, Eastern ed., sec. F: 4. Print.

- ***magazine (5.4.6)***:

Funicello, Dori. "Portugal's Reign of Terror." *National Review* 19 Aug. 1999: 34- 37. Print.

- ***a review (5.4.7)***:

Burt, Struthers. "John Cheever's Sense of Drama." Rev. of *The Way Some People Live*, by John Cheever. *Saturday Review* 24 April 1943: 9. Print.

Koehler, Robert. Rev. of *The Emperor's Club*, dir. Michael Hoffman. *Variety* 388.5 (2002): 30-1. Print.

- ***an article in a reference book or encyclopaedia - signed and unsigned (5.5.7)***:

Haseloff, Arthur. "Illuminated Manuscripts." *Encyclopaedia Britannica*. 1967 ed. Print. "Painting, The History of Western." *Encyclopaedia Americana*. 13th ed. 1998. Print.

"Parsimony." *The Oxford English Dictionary*. 2nd ed. 1989. Print.

- ***a work in a collection or anthology (5.5.6)***:

Davidson, Cynthia A. "Alyson Hagy." *American Short-Story Writers Since World War II. Fourth Series. Dictionary of Literary Biography 244.* Detroit: Gale, 2001. 164-169. Print.

Arnold, Matthew. “Dover Beach.” *Norton Anthology of English Literature. Ed. N.H. Abrams et al. 4th ed. Vol 2.* New York: Norton, 1979. 1378-79. Print.

Shapcott, Tom. “Margaret Atwood’s *Surfacing*.” *Commonwealth Literature in The Curriculum*. Ed. K. L. Goodwin. St. Lucia: South Pacific Association for Common-wealth Literatures and Languages Studies, 1980. 86-96. Print.

- ***paper published as part of the proceedings of a conference (5.5.21)***:

Aytür, Necla. “Faulkner in Turkish.” *William Faulkner: Prevailing Verities And World Literature. Proceedings of the 6th Comparative Literature Symposium, January 24-26, 1973.* Ed. Wolodymyr T. Zyla and Wendell M. Aycock. Lubbock, TX: Interdepartmental Committee on Comparative Literature, Texas Tech U, 1973. 25-39. Print. Page 4

Dissertations

- ***published (5.5.26)***:

Carlson, William Robert. *Dialectic and Rhetoric in Pierre Bayle.* Diss. Yale U, 1973. New York: Macmillan, 1977. Print.

- ***unpublished (5.5.25)***:

Carlson, William Robert. “Dialectic and Rhetoric in Pierre Bayle.” Diss. Yale U, 1973. Print.

- ***a dissertation abstract (5.4.8)***:

Lydic, David Lynn. “Relational Mapping as a Measure of Writing Ability in College Freshmen.” Diss. U of Texas at Austin, 1988. *DAI* 49 (1988): item 1395A. Print.

Electronic Texts

The practice of citing electronic texts, especially those only available at remote sites accessible through the Internet, is still evolving. The Internet tends to be changeable, and URLs are often not stable over time. A number of style sheets and style manuals contain sections on electronic sources and recommend formats for citations. However, as yet there are no universally recognized standards.

A citation to material published electronically should accomplish the same task as a citation to material published in print form: it should make it possible for a reader to follow the trail the writer provides in order to locate the item being cited. However, because of the fluid nature of the Internet, citations to electronic resources often require additional information, such as the date on which the electronic work was accessed or the name of a database. Section 5.6 of the 7th edition of the *MLA Handbook* discusses a variety of cases and provides examples of electronic citations.

IMPORTANT: In many cases, books and articles published in HTML format lack traditional markers, such as page numbers, that make it possible for scholars to direct readers to the precise location where a quotation or idea originated. Some online publishers (notably Johns Hopkins University in *Project Muse*) have attempted to provide a fix by inserting page break indicators directly within the HTML text, and other publishers will number a text's paragraphs. The advent of page imaging in PDF and other formats alleviates the problem to the extent that readers have in hand an exact replica of the original document. However, despite the efforts of publishers to make citing their texts easier, there will be instances in which precise information is simply not available. MLA style acknowledges these difficulties by recommending that scholars make do with the information available to them and only include in citations information such as paragraph numbers and pagination when it is provided.

The following are examples of some commonly cited types of electronic sources:

Books

- ***an entire book converted to electronic form (5.6.2c)***:

  Connolly, James. *Labour in Irish History*. Dublin, 1910. *CELT: The Corpus of Electronic Texts*. Web. 16 Jan. 2002

  Holder, William. *Elements of Speech: An Essay of Inquiry into the Natural Production of Letters*. London, 1669. *Early English Books Online*. Web. 19 Apr. 2003.

  Irving, Washington. *Wolfert's Roost, and Other Papers, Now First Collected*. New York: Putnam, 1855. 20 March 2003. *Wright American Fiction 1851-1875*. Web. 15 May 2008.

- ***an article or chapter in an electronic book (5.6.2c)***:

  Lernout, Geert. "Reception Theory." *The Johns Hopkins Guide to Literary Theory and Criticism*. Ed. Michael Groden and Martin Kreiswirth. Baltimore: Johns Hopkins UP, 1997. Web. 13 June 2004

- ***a work that has no print equivalent (5.6.2b)***:

  Shute, Sarah, ed. "The Canterbury Tales: The Miller's Tale k*nowledgeNotes™ Student Guides*. Cambridge: Proquest Information and Learning Company, 2002. Web. 22 May 2003.

Articles

- ***an article in a journal accessed through an online database (5.6.)***:

  Aird, John S. "Fertility Decline and Birth Control in the People's Republic of China." *Population and Development Review* 4.2 (1978): 225-54. *JSTOR*.

Web. 12 Nov. 2002.

Haskins, Rob. “Four Musical Minimalists.” *American Record Guide* 64.1 (2001): 281. *Research Library*. Web. 10 Dec. 2003.

Streeby, Shelley. “American Sensations: Empire, Amnesia, and the US-Mexican War.” *American Literary History* 13.1 (2001): 1-40. *Project Muse*. Web. 31 Jan. 2003.

- ***an article in a journal accessed directly from the publisher (5.6.3)***:

Boyd, Alex. “Comfort and Canadian Poetry.” *The Danforth Review*: n. page Web. 14 June 2004.

Kuntz, Lucía Iglesias. “Pirates and the paper chase.” *UNESCO Courier*: n. page. March 2001. Web. 11 June 2003.

- ***a review or article in a newspaper accessed through an online database (5.6.4)***:

“Ford plans job cuts.” *The Guardian* 19 July 2003: B7. *Canadian Newsstand Atlantic*. Web. 6 Aug. 2003.

- ***a review or article in a newspaper accessed directly from the publisher (5.6.3)***:

Scott, A.O. “Flower Children Grown Up: Somber, Wiser and Still Talking Dirty.” Rev. of *The Barbarian Invasions*, dir. Denys Arcand. New York Times: n. pag. 17 Oct. 2003. Web. 3 Nov. 2003.

- ***an article posted on an open-access or personal website (5.6.2b)***:

Berardinelli, James. Rev. of *Return to Paradise*, dir. Joseph Ruben. *Reelviews.* 1998. Web. 20 Nov. 2000.

Dyer, John. “John Cheever: Parody and the Suburban Aesthetic.” Web. 3 March 2002. <http://xroads.virginia.edu/~MA95/dyer/cheever4.html>.

- URL only included if retrieval might be difficult otherwise

Electronic Dissertations:

- ***from a database (5.6.2c):***

Woods-Wilson, Cyndy. *Blogs as learning tools in a high school science class for at- risk learners: An ethnography*. Diss. Capella University, 2009. *Dissertations & Theses*. Web. 20 Aug. 2009.

Other Electronic Resources:

- ***an internet site (5.6.2b)***:

Literature Online. ProQuest Information and Learning Company, June 2004. Web 5 July 2004.

Gideon, Burton, ed. *Silva Rhetoricae*. Brigham Young U, 2003. Web. 4 Apr. 2003.

RBC Royal Bank. Royal Bank of Canada, 5 Nov. 2003. Web. 20 Nov. 2003.

- ***a single page from a larger internet site (5.6.2b)***:
  "Northern Ireland Timeline: Early Christian Ireland." *BBC.co.uk.* British Broadcast Corp, 2004. Web. 20 May 2004.

- ***a personal email message (5.7.13)***:
  Howard, Teresa. "Feedback on Electronic Writing." Message to Lily Briscoe. 23 May 1999. E-mail.

- ***a posting to an online discussion group or listserv (5.6.2b)***:
  Romney, Paul. "Most Important Elections." Online posting. *H-Canada: Canadian History and Studies*. 19 May 2004. Web. 1 July 2004.

- ***a personal homepage (5.6.2b)***:
  Bernholdt, David E. *David Bernholdt's Personal Homepage*. 8 Oct. 2001. Web. 23 Aug. 2003.

- ***a cd-rom publication (5.7.17)***:
  The Oxford English Dictionary. 2nd ed. New York: Oxford UP, 1992. CD-ROM.

- ***online video (5.6.2b)***
  Wesch, Mike. "Information R/evolution". *YouTube*. YouTube. 12 Oct.2007. Web. 20 Aug. 2009.

- ***blog posting (5.6.2b)***
  Steeleworthy, Michael. "Copyright and the Abuse of User Rights – a Canadian Perspective". *the zeds*. WordPress. 6 Aug. 2009. Web. 20 Aug. 2009.

References and Documentation

In MLA style, you acknowledge your sources by including parenthetical citations within your text. These refer the reader to the alphabetical list of works cited, or bibliography, that appears at the end of the document. For example:

> The close of the millennium was marked by a deep suspicion of the natural world and an increasing reliance "upon the pronouncements of soothsayers and visionaries, who caused hysteria with their doom-laden forecasts of the end of humanity" (Mulligan 234).

The citation "(Mulligan 234)" informs the reader that the quotation originates on page 234 of a document by an author named Mulligan. Consulting the bibliography, the reader would find the following information under the name Mulligan:

Mulligan, Grant V. *The Religions of Medieval Europe: Fear and the Masses*. London: Secker, 1977. Print.

The bibliography might list a second work by this author, which, in accordance with MLA style, would appear in the list with three hyphens substituting for the author's name (5.3.4):

---, *The Tudor World*. London: Macmillan, 1981. Print,

In this case, the parenthetical reference above would include more information in order to make it clear which of the two books contains the quoted passage. Usually, a shortened form of the title is sufficient: (Mulligan, *Religions* 234). See section 6.4 for further examples.

Parenthetical references should be kept as brief as clarity will permit. If the context in which the quotation appears makes it clear which document in the bibliography the quoted text comes from, then no further identification is needed:

> Reva Basch reports that the Georgetown Center for Text and Technology, which has been compiling a catalogue of electronic text projects, lists "over 300 such projects in almost 30 countries" (14).

The parenthetical reference "(14)," in combination with the mention of Reva Basch at the beginning of the passage, makes it clear to the reader that the quoted text comes from page 14 of the following document listed in the bibliography:

Basch, Reva. "Books Online: Visions, Plans, and Perspectives for Electronic Text." *Online* 15.4 (1991): 13-23. Print.

Endnotes & Footnotes

Some scholars prefer to use endnotes and footnotes to document sources. These are described in section 6.5 of the *MLA Handbook for Writers of Research Papers* (7th ed.). If you use this method of documentation you may not need a List of Works Cited at the end of your paper. Check your instructor's preference.

Appendix A

Model in Content and Form of Thesis in the School of Graduate Studies,

Bugema University

ABSTRACT

MAGESSA GERALD, School of Graduate Studies, Bugema University, October, 2010.Thesis title; LEADERSHIP STYLES OF INSTITUTIONAL HEADS AND THEIR EFFECTS ON SCHOOL DEVELOPMENT FROM PERSPECTIVE OF TEACHERS IN THE SELECTED PUBLIC AND PRIVATE SECONDARY SCHOOLS IN SENGEREMA DISTRICT, TANZANIA: A COMPARATIVE STUDY.

Supervisor: Prof. PATRICK MANU

Objectives of the study

The study was conducted in Sengerema district, Tanzania. The purpose of the study is that, based on the inspection reports conducted between of 2005 – 2009 in Sengerema District, there has been a difference in the development between public and private schools in terms of Academic performance, Infrastructure, School surroundings, Culture and the School relationships within and without . The researcher wanted to know the reason for the differences by investigating the leadership styles of institutional heads weather they have effects on school development or not.

Methodology

(Respondents, instruments, data collection and analysis)

The researcher sampled six out of thirty four secondary schools; three being public and three private. The respondents were all teachers except six heads of schools and twenty students from each school who were used as informants in the study.

Results

(Data on profile of the teachers, approaches, methods, and strategies, evaluation, problems and suggestions)

(Following the order of the objectives of the study)

Conclusion

It was concluded that the most used leadership style in both public and private schools was democratic with means of 2.53 and 2.25 respectively. The extent of development in both public and private schools had means of 2.81 and 3.00 respectively. This implied more development in private schools than public schools. The differences were mostly appeared in availability of teaching and learning materials, number of teachers, motivation to teachers and discipline among students.

INTRODUCTION

All over the world, institutional heads are faced with many challenges in running their institutions. As they try to meet these challenges, institutional heads draw their experiences and capabilities as leaders to exert influence over subordinates using different leadership styles. This is due to the fact that institutional heads are held responsible for success and failure of their institutions. In addition, these leaders are responsible for the performance of the individuals and groups in their respective institutions. However, failure or success cannot be made by leaders alone, subordinates also have part to play and the performance cannot be good without the resources and good leadership. For effectiveness and efficiency, it is necessary for the leaders to exercise the functions of leadership which includes motivation to those who are led, good communication and encouraging high morale and delegating, (http//www.leadership-basics.com/leadership-function 5.shtml).

Institutional heads are also responsible for school change due to the fact that successful school improvement requires establishing a clear education vision and a shared institution mission, knowing how well a school is accomplishing that mission, identifying areas for improvement, developing plans to change educational activities and programmes and implementing those plans or new programmes effectively (Marzano et al 2006). Institutional heads require the ability of leadership; through leadership, leaders help their institutions and individuals to achieve the institutional goals and objectives.
According to Lawrence (1991), it is believed that, when leadership is weak in the area of leadership and staff, curriculum as well as collaboration and communication between schools and families, school development becomes unsuccessful. On the other hand, when there is committed leadership and staff, strong curriculum and instruction as well as high levels of collaboration and communication, there is success in school development.

There have been some arguments among the school stakeholders that there are differences in terms of development between public and private secondary schools in Tanzania. These differences are in school academic performance, infrastructure (buildings and furniture), relationships, school surroundings and culture. These differences have made some people who are well financially to take their children to private schools. Private schools are owned and funded by individuals or groups of people and sometimes the government gives financial support to some of these schools. Public schools are owned and funded by the government as well as the community around. Both types are operated following the government regulations including the employment system whereby only professional teachers are allowed to be employed and school heads should be academically and professionally qualified.

With these arguments, some have suggested that, the differences are due to leadership styles used by institutional heads whereas others say it is financial and inadequate number of teachers as well as poor relationship between school administration and parents. However, the researcher seeks to carry out the study in Sengerema district, Tanzania, to investigate the differences by looking at the leadership styles of institutional heads and their effects on school development from the perspectives of teachers. The study considered some basic assumptions that;

institutional heads in both private and public secondary schools have the required academic and professional qualifications and all public secondary schools were equally aided by the government.

Introductory paragraphs putting the topics on values education in perspective

Introducing the status of values education in the high school and putting the problem in perspective.

Statement of the Problem

Institutional heads are responsible for the development of their institutions using various leadership styles. Basing on the inspection reports conducted in Sengerema district between 2005-2009 by the school inspectors, Lake Zone Tanzania, it has been noted that there has been differences in development between public and private secondary schools. According to inspection reports, these differences are in terms of academic performance, infrastructure, school surroundings, culture and the school relationships within and out of school. The reason for these differences has not been understood.

Research Questions

The study attempted to answer the following questions:

1. What are leadership styles mostly used by heads in selected public and private secondary schools in Sengerema district?
2. What is the level of development in relation to leadership styles in selected private and public secondary schools in Sengerema district?
3. Is there a significant relationship between the leadership styles and school development in private and public secondary schools in Sengerema district?
4. Is there a significant difference between development in public and private secondary schools?
5. Are there other factors affecting the development of private and public secondary schools in Sengerema district?

Generally the study intended to investigate leadership styles of institutional heads and their effects on Development in selected public and private secondary schools, in Sengerema District.

Objectives of the Study

The general objective of this study was to investigate leadership styles of Institutional heads and their effects on school development from teachers' perspective with the view of examining the leadership styles and how they affect both private and public secondary schools. Specifically the study had the following objectives:

1. To determine the institutional heads leadership styles in selected private and public secondary schools in Sengerema district.
2. To assess the level of development in relation to leadership styles in selected public and private secondary schools in Sengerema district.
3. To determine a significant relationship between leadership styles and school development in selected private and public secondary schools in Sengerema district.
4. To find out a significant difference between the development in public and private schools.
5. To identify other factors affecting the development of selected private and public secondary schools in Sengerema district.

Hypotheses of the Study

The following hypotheses were formulated for the study:

1. There is no significant relationship between leadership styles and school development of an institution.
2. There is no significant difference between school development in public and private institutions.

Significance of the Study

1. The findings of this study likely to be of benefit to the researcher, institutional heads, Ministry of Education and Vocational Training in Tanzania, as it is used as a source of knowledge in understanding the reasons as to why there are developmental differences between public and private secondary schools.
2. The findings will stimulate the interest of other researchers to carry out more empirical studies in other aspects of leadership/management.
3. The findings will promote leaders of the ministry of education and vocational training in Tanzania to conduct seminars and workshops to institutional heads on leadership styles and their effects on school development.

Scope of the Study

This study was on Leadership Styles of Institutional heads and their Effects on School Development of Selected Public and Private Secondary Schools in Sengerema district in Tanzania. The study was conducted in six secondary schools (three being public and the other three being private) in Sengerema district in Tanzania. Data was collected by the researcher from teachers and students using interviews, questionnaires, observation and document analysis techniques.

Limitations of the Study

The major limitation of this study was unwillingness from some respondents to receive and answer the questionnaire during data collection. Probing and encouragement was done by the researcher for them to divulge the necessary information. Still 32 out of 112 respondents did not return back the questionnaire however this did not lower the validity and reliability of the study.

Theoretical Framework

The study was supported by contingency theory advanced by Fiedler (1974). This theory is a class of behavioral theory that claims that there is no best way to organize a corporation, to lead a company or to make decisions. Instead the optimal course of action is contingent (dependent) up on the internal or external situation.

The theory links leadership styles with organizational situation, it aims to match leader’s style with the situation favorable (i.e. the characteristics of the environment in which the leader works) for his or her success. It enables leaders to diagnose both leadership styles and organizational situation. The theory identifies three factors in the work situation that help to determine which leadership style is effective, these are leader member relations (degree to which the leader is accepted and supported by group members), task structure (extent to which the task is structure and defined with clear goals and procedures) and leader’s position power (the ability of a leader to influence subordinates through reward and punishment). The theory adds that the situation in which the group is operating also determines the style of leadership which is adopted.

Bushman, (2007) supports the theory by saying “there are several different leadership styles that can be used by effective managers as well as several theories on how leadership styles are determined. The leadership that is most effective for a particular manager will depend on the managers /leaders personal preferences, type of work, knowledge, skill and motivation for employee; it will also depend on the type of company and the culture of the organization.

She says- there are three main leadership styles; authoritarian, participative (democratic) and deligative (autocratic). The choice of leadership style to apply will base upon the situation.

As applied to this study; choice of a leadership style for effective school development depends on the situation of a school.

Conceptual Framework

This part presented independent and dependent variables which were used by the researcher to achieve the objectives and formulation of questionnaires.

Independent Variable

Leadership styles

- Autocratic
  - Centralizing authority
  - Dictating work methods
- Democratic
  - Interacting
  - Consulting
  - Involving
- Permissive
  - Taking passive stance
  - Tolerating laziness
  - Giving freedom

Dependent Variable

Development

- Academic performance
- Relationship
  - School and community
  - Administration and teachers
  - Teachers and students
  - Students and students
- Infrastructure
  - Buildings
  - Teaching and learning materials
  - Furniture
  - School surroundings
  - School culture

Figure 1: Conceptual Framework

Operational Definition of Terms

The following are the terms and their meanings which have used in this study:

Academic development – Refers to better academic performance. With academic development, book student ratio is 1:2, 16 teachers and 06 non-teaching staff (school bursar -01, personal secretary -01, messenger-01, and security guards -02). The subject average performance for the performing school is 'C' which begins with 50%. Attending classes for every class session for both teachers and students

Example of the scale for academic performance; Availability of books A ratio between 1:2--- 1:3= Very high, 1:4-1:5=High, 1:6-1:7 =Low, 1:8- Above =Very low

Autocratic leadership – A type of leadership whereby planning and decision making are being done by the administration or a leader alone most of the time.

Culture-Refers to school parade, songs, games and sports conducted at schools.

Democratic leadership – Style of leadership whereby all policies, plans and decisions are derived from group discussions.

Development – A state of having the required infrastructure, good academic performance, relationship and culture.

Infrastructure development – Adequate essential buildings, furnitures and other school equipment. The development measure scale for a four streamed school are as follows: 16 classrooms (each class 40 students), 01 administration block, 02 laboratory rooms, 01 toilet with 12 holes for male students, 01 toilet with 16 holes for female students and 01 toilet with two holes for staff members. The school also should have 01 library, 04 stores and not less than 08 teachers' houses

Institutional heads - Heads of secondary schools

Leadership - The state or position of being a leader.

Leadership style – Refers to a particular behavior applied by a leader to his or her subordinates to achieve objectives of the school.

Private school – An academic institution owned by an individual or group of people.

Public school – An academic institution owned by the government.

Permissive leadership – Refers to a leadership style whereby the leader lacks control, the leader allows the subordinates to make decisions.

Professional teachers-Teachers who are at least form six with a diploma in education.

Relationship – Regular availability of school counselors, interclass meetings, downward and upward communication among stakeholders, Parent Teachers Meetings, (PTA) school government meetings and students and teachers meetings.

School development – Availability of school materials, infrastructure, good academic performance, relationship in and out of school and school

Staff development – A system whereby staff members get more professional and academic training.

School environment-Visible efforts in beautifying the school, which includes tree planting, flower gardens and general cleanliness of the schools

General Problem
(Presents the situation of the issue)

General objectives based on the problem and title

The specific objectives are stated in declarative sentences.

This subsection gives the contribution that the study can give to theory and practice.

REVIEW OF LITERATURE

This chapter represents the review of literature related to the study. This includes books, journals, website and other sources found relevant. The research is done in the area of Leadership Styles of Institutional Heads and their Effects on Development of Selected Public and Private Secondary Schools in Sengerema district, Tanzania.

Leadership Styles:

According to Okumbe (1998), leadership is a process whereby one person influences others to do something on their own volition, neither because it is required nor because of fear of the consequences of non compliance. This situation shows that leaders play a major role of guiding members to choose to do things freely and decide on their own for the good of community. D.Sonza (1984), also explains leadership as the ability to lead people and guide their energies towards achieving a goal." This gives a concept that a leader must fully understand his/her position and roles in any organization. He also states that leadership must be both task and relationship oriented, leaders need an awareness of both the task and relationship and they need to strike a balance between the two. Leader's power affects both the productivity and freedom of subordinates. If they use less power and authority the groups becomes freer in decision making. When more power and authority are used by leaders, the group lacks freedom in decision making. It is therefore advantageous to the group when leaders balance the power and the freedom of the followers.

According to Daft (1999) Leadership is an influence on relationship among leaders and followers who intend real changes that reflect their shared purpose. Leadership involves exerting influence over other members of the organization to help them achieve organizational goals, (Jennifer et al, 2002) Narayana et al (2004) defines leadership as working with and through individuals towards a shared goal. It means that leadership is pluralistic. Every member has a role to play so as to make leadership successful.

Leadership is very important in any organization/institution. Through leadership, goals, vision values and mission of the institution are communicated to achieve the set objectives. Draft (1999) comments on leadership that "Leadership is concerned with communicating the vision and developing a shared culture and set of core values that can lead to the desired future state. According to this definition proper communication in an organization should be of a two way system, upward and downward for a leader and his subordinates and horizontal among subordinates.

Nabawanuka (2004), in her dissertation quoting Rowby (1997) says leadership starts with creation with a vision for the organization in such a way that others share and own the vision. Making the vision happen is concerned with allowing, encouraging or facilitating others to achieve an optimum performance, both in relation to their own potential and also to the needs and mission of the organization.

The Bible which is believed to have been written 1500 years ago talks also about leadership as one of the most important elements in any organization. In Genesis 41: 41 Joseph was made a leader/in charge of Pharaoh's place and all people had to submit to his orders. The Bible also talks about humility in leadership as cited in the book of Mark 10:13 – 44 (NIV) "……Not so with you, instead whoever wants to become greater among, you must be your servant and whoever wants to be first must be slave of all.

The Bible gives qualities of a good leader; this is portrayed by Apostle Paul in the book of 1Timothy 3:2–3. The Bible reads "A Bishop (religious leader) must be blameless, husband of one wife, vigilant, sober of good behavior, given to hospitality apt to teach, not given to wine, not striker, not greedy ….."

More over the Bible in the book of Exodus 18"21 – 22 , reads " But select capable men from all the people – men who fear God, trustworthy men who hate dishonest gain and appoint them as officials over thousands, hundreds, fifties and tents. Have them serve as judges for the people at all times, but have them bring every difficult case to you, the simple cases they can decide themselves. That will make load lighter, because they will share it with you.

From the above biblical quotations, the Bible gives the whole concept of leadership. According to the Bible the leader should be capable, humble and honest. It also supports delegation or decentralization of power so as to ease leadership.

According to Cole (2004), more emphasis is placed on the leaders' behavior forgetting the position of the group. The leader has to strike a balance between the needs of the people, task and goals in a given situation. However it is clear that the leader is central. Any success or failure of the organization is counted on him/her and not on the subordinates or the nature of the task.

Leadership can be well understood when one focuses on various theories of leadership. As cited by Armstrong (2001), one of the greatest contributions of leadership has been made by Douglas Mc Gregor in the 1960s. He developed theories X and Y, where by theory X, managers assume that employees are inherently lazy, they dislike work and therefore they need to be closely supervised together with comprehensive systems of controls. Theory Y, managers assume that employees may be ambitious and self motivated exercise self control as well as self direction in accomplishing organizational objectives. They seek work as a natural phenomenon and accept responsibility.

Bass' Transformational leadership theory is defined in terms of how the leader affects followers, who are intended to trust, admire and respect the transformational leader. He defined three ways in which leaders transform followers, that is increasing their awareness of task importance and value, getting them focus first on team or organizational goals rather than their own interests. He also adds that transformational leadership is grounded in moral foundations that are based on; idealized, inspirational motivation, intellectual stimulation and individualized consideration. (http://cls.bingamton.edu/Basssteid.html).

The introductory paragraph gives the readers the order of presenting this chapter.

This subtopic is presented first because it follows the order given in the introductory paragraph.

Gibbs (2005), talks about leadership styles .He advocates that leadership is not static but dynamic according to various changes including economic development and demographic changes. It can therefore be agreed that despite the various leadership styles, a good leader cannot stand on only one leadership styles, he/she should use various styles according to the prevailing situations.

Leadership can be categorized into various styles but the major types are democratic, autocratic and permissive (Manu, 2007).

Autocratic Leadership

Warren (2000), says that autocratic leadership style is used when the leader tells his/her subordinates what he/she wants to be done without getting their advice. Gibs (2005), states that, this type of leadership, a leader seeks very little group participation in decision making.

This leadership style is also supported by theory X (McGregor 1960) of leadership where by managers and leaders tend to be highly directive and coercive. They also centralize authority and are more tasks oriented.

Advantages of Autocratic Leadership Style

According to Manu (2007), this type of leadership has some advantages. The leader gets his work done faster without delay especially in times of emergency, it is the best style when workers are ignorant and it also helps a leader to push a new idea in a an organization.

Disadvantages of Autocratic Leadership Style

The style seems exploitative in that, communication is in one direction, that is downward from management to the workers, no employee participation in decision making. He gives favor to the one he wants and his presence puts fear and frustration in the minds of the members. The styles also seem benoverent in the sense that the leader wants workers to be indebted to him so that he can control them, the workers has to do exactly what he commands them to do. Task orientation is high while people orientation is low Manu, (2007).

(Note: Each paragraph has a topic sentence or a general statement serving as topic sentence before the citations in support of this statement.)

Another topic sentence for the second paragraph.

The two citations are introduced by a general statement about evaluation of values as an issue in values education.

METHODOLOGY

This chapter gives the procedure that was taken by the researcher so as to achieve the set objectives of the study. The methodology section is divided into Research Design, Locale of Study, Population, Sample and sampling procedure, Research Instruments, Validity and Reliability, Data Gathering Procedure, and Data Analysis Procedure.

Research Design

The study was conducted through corelational descriptive research design in order to determine the relationship and difference between school development in public and private secondary schools. The method used for the study is both quantitative and qualitative. Quantitative approach was used because numerical calculations were applied to explore traits in the situations, from which numerical data could be obtained. Qualitative approach explored traits of individuals and settings that could not be easily described numerically. Collection of data was done from the identified sample in both public and private secondary schools.

Locale of the Study

The study was conducted in Sengerema district. Sengerema is one of eight districts in Mwanza region, Tanzania. It is bordered to the north and east by Lake Victoria, to the south by Geita district and to the south east by Misungwi district. The study was conducted in six secondary schools (three being public and three being private) in Sengerema district, Tanzania. The selection based on easy accessibility, years of existence and population. The private secondary schools included; Kahunda, Ntunduru and St.Calori and the public schools included; Shilabela, Nyampulukano and Sengerema. Hereunder; in red is a map of the area of study.

Population, Sample and Sampling Procedure

Population

The study was conducted in Sengerema district. Sengerema is one of the seven districts in Mwanza region which has got forty seven secondary schools (eight being private and thirty nine being public). The study was conducted in six secondary schools (three being private and the other three being public). The number of teachers found in each private school was as follows: Kahunda 12, Ntunduru 13 and St Caroli 13 in public schools the number was as follows shilabela 12, Nyampulukano 14 and Sengerema 16. Student population in private schools was as follows; Kahunda 391, Ntunduru 1062 and St Caroli 449. In public schools the number was as follows: Shilabela 997, Nyampulukano 926 and Sengerema 904.

Sample and Sampling Procedure

The sample consisted of six secondary schools (three being public and three being public). The selection of these schools based on years of existence and school population. This selection was in pairs (public and private) the first pair was the oldest secondary schools, second pair highly populated and lastly, less populated secondary schools. It was therefore considered appropriate for providing a focal point for the study.

The study mainly focused on teachers as respondents. Institutional heads and the students were used in the study as informants. The number of teachers found in each school was as follows:

Table 1: Number of Schools and Teachers (Respondents)

Type of School	School	Teachers		Students	
		Population	Sample	Population	Sample
Public	Shilabela	12	12	997	20
	Nyampulukano	14	14	926	20
	Sengerema	16	16	904	20
Private	Kahunda	12	12	391	20
	Ntunduru	13	13	1062	20
	St.Caroli	13	13	449	20

Since the study focused mainly on teachers' information and the number of teachers was small, ''probability for accuracy'' was done and therefore all of them were used as the sample of the study. This is in line with Morris, E (2006) who states "as the population size becomes smaller than 300 you might as well survey everyone in the population". Teachers were used in the study because they were the main sample in giving information. They helped the heads in carrying out leadership roles and are directly affected by leadership styles.

For students, the researcher had groups for interview; for each school a total of twenty students were interviewed using the interview guide. Purposive sampling was used whereby a researcher only focused on student leaders; this includes all prefects, class leaders who in total amounted to twenty. Being leaders at their level, the researcher assumed that they would have some concept of leadership styles practiced by the heads of schools and how the styles affected their school development.

Purposive sampling was also applied for institutional heads. The researcher interviewed all six heads of schools (using interview guide) for the reason that they were the decision makers and the ones applying the leadership styles and therefore considered to give appropriate information.

Research Instruments

The study used the following instruments to obtain information from all respondents;

Questionnaire

The questionnaire was self made. It was used to collect a lot of information over a short period of time. The instrument helped the researcher to collected data from the population within a limited time. This questionnaire was only formulated for teachers who were the main sample in the study and was interpreted using the Mean range of Likert Scate below.

Table 2: Mean Range of Likert Scale

Description	Mean range	Scale	Interpretation
SA	3.25-4.00	4	Very high
A	2.50-3.25	3	High
D	1.75-2.50	2	Low
SD	1.00-1.75	1	Very low

Interviews

This refers to person to person verbal communication; it can also be a group of persons. This involved heads of schools and students. This collected information that could not be directly be observed and also to capture the meanings beyond the words. This instrument allowed the researcher to obtain information that could not be directly observed; obtaining historical information and gain control over the line of questioning.

Document analysis

This refers to recorded information related to the issue under investigation. It was used to obtain unassuming information. This instrument enabled the researcher to obtain the language and words of the informants, access data at convenient time and obtain unassuming information. Therefore school documents including various school meetings' files, school logbooks and duty books were used.

Observation

Refers to the use of senses to perceive and understood the experiences of interest to the researcher. This technique allowed the researcher to see for himself what people actually do rather than what they say and do. It bridged the gap between what people say and what they actually do. This instrument also allowed the researcher to gain firsthand experience without informants as well as record information as it occurred. Actual leadership and its development in the selected schools were observed. The researcher used an observation check list.

Validity and Reliability of Data Instruments

Validity

Indicates the extent to which an instrument measures what it is supposed to measure. Consultation with the supervisor for checking the items, consistence, relevance, clarity, and ambiguity was done in private and public schools that were not part of the target population.

Reliability

Is the consistency of a set of measurements or a measuring instrument often used to describe a test. Cronbanch's alpha coefficient was done to assess the internal consistency. Reliability; if the score was 0.7 or above to ascertain the study .From the pilot study using 20 respondents, the reliability coefficient was r = 0.803

Data Gathering Procedure

A request for an introductory letter was made to the Dean of Graduate Studies, Bugema University which introduced the researcher to the selected schools as well as District Education Leaders. After being given the letter, the researcher took it to the Director, Sengerema district council so that he allows the researcher to work in the selected secondary schools. The District Education Officer, Secondary Department wrote a permit on behalf of the Director. Before meeting the respondents, appointment was done with the institutional heads. Thereafter, the researcher went to the areas concerned and introduced himself to the heads of schools and explained to them the purpose of his visit. After being allowed, the researcher distributed the questionnaire to respondents with a promise of high confidentiality of their responses.

Data Analysis Techniques

After collecting data, analysis of the objectives was done. Objectives 1and 5 descriptive statistics was used to find mean and frequencies. Objectives 2, 3 and 4 were analyzed using 'T' test as it helped to find out difference between development in public and private secondary schools as well as the level of development in relation to leadership styles. SPSS was used to analyze objectives number 1, 2, 3 and 4. The objective number 5 used qualitative analysis where the researcher identified the most factors appeared frequently followed by the other factors by ranking. Data were interpreted using the mean range.

Period and site of the study

Nature and member of the respondents

Identification of the instrument used and its contents

Indication of pre testing because the instrument is not a standard instrument

Description of how the data were collected and additional data collection techniques

Who collected the data

How many questionnaires were retrieved and why

Indication of the tools of analysis

RESULTS AND DISCUSSION

Background Information of the Respondents

This chapter presents and discusses the findings which were presented, analyzed and interpreted following the stated objectives and hypotheses.

Demographic Characteristics of Respondents

The total populations from both public and private secondary schools who receive and returned the questionnaires were 80 respondents.

In analyzing the demographic characteristics of the respondents the following items were considered; sex, education level, marital status and types of school where the respondents was employed to

The Total Respondents According to Sex

Majority of the respondents were males, 63 (78.8%) while. females were 17 (20.2%). This implies that more respondents were males.

Table 3: Respondents According to Sex

Category	Frequency	Percent
Male	63	78.75
Female	17	21.25

Total of Respondents according to level of Education

It was found that 36 equivalents to 45% of the respondents under study were diploma holders followed by 23 (28.75%) degree holders, 18 (22.5%) form six and about 3(3.75%) last group had other qualifications. This implies that most of the respondents found in public and private schools had Diploma in Education.

Table 4: Respondents According to Level of Education

Educational level of respondents	**Frequency**	**Percent**
Form six	18	22.5
Diplomas	36	45
Degree	23	28.75
Other qualifications	3	3.75

Marital status of the Respondents

As regards to marital status of the respondents in table 5, married were 41(51.25%) and singles were 39(48.75%). This may imply that, married respondents were more than the single respondents.

Table 5: Total of Respondents According to Marital Status

Marital status	**Frequency**	**Percent**
Single	39	48.75
Married	41	51.25

Type of School of the Respondents

The respondents involved in the study were; Public 42 (52.5%) and private; 38(47.5%) this did not consider the bigger number of students found in public schools which would need more teachers.

Table 6: Type of School of the Respondents

Type of school	Frequency	Percent
Public	42	52.5
Private	38	47.5

In answer to objective No. 1

Introductory paragraph about the data collected from the respondents putting the topic in perspective

Finding serves as the topic sentence of this paragraph. The other sentences are explanation or interpretation of the researcher about the finding.
This citation is used to support the finding.

The Leadership Styles of the Institutional Heads

The first objective was to determine the leadership styles of institutional heads in selected private and public secondary schools in Sengerema district. To meet this objective, the study analyzed the application of three main leadership styles in both private and public schools of which the results are shown in table number 7, 8, and 9.

The extent of permissive leadership style in selected private secondary schools had a grand mean of 2.08 whereas in public school, the grand mean was 2.25, this shows that, permissive leadership style was more applied in public secondary schools.

Table 7 Extent of permissive leadership style in selected private and public secondary schools

S/N	Area rated	Private		Public	
		Mean	Interpretation	Mean	Interpretation
1	Most of us know more about our jobs so were are allowed by the school head to carry out decisions in doing our jobs.	3.00	High	2.62	High
2	No any evaluation of school activities conducted by teachers	1.54	very low	1.79	Low
3	The leader leaves teachers with freedom and independence to do their own work in the way they think best	2.38	Low	2.48	Very low
4	The leader is not strict on students and teachers' attendance to classes	2.10	Low	1.67	Low
5	The leader does not take serious measures against teachers laziness and weakness	1.97	Low	2.25	Low
6	The leader does not discuss with teachers students and parents about poor academic performance in the School	1.87	Low	2.06	Low
7	No any feedback to teachers and students given by the leader about the well being of the school	2.00	Low	2.21	Low
8	The leader does not care seriously about the performance of teachers and students	1.84	Low	2.21	Low
9	The leader does not care about the Proper teaching of students and the School in general	2.05	Low	2.27	Low
10	Most of the time the leader is an observer of the events.	2.97	Low	2.97	High
	Grand mean	**2.08**	**Low**	**2.25**	**Low**

(Note: The other data about the remaining variables were similarly presented, discussed and supported by literature reviews. These are too long to include here)

Finding, Interpretation, and supporting literature review

Introductory sentence

Findings are described

Supporting literature

Findings

Implications and interpretation

SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter refers to the organized, presented and analyzed data in the preceding chapters. The Summary and Conclusions are drawn from the discussed findings, in line with the objectives of the study.

Summary

The study was about leadership styles of institutional heads and their effects on development from the perspective of teachers in the selected public and private secondary schools in Sengerema district, Tanzania. A sample of six secondary schools (three being public and three private) with 80 respondents were used. The data was analyzed descriptively and quantitatively.

Qualitative approach explored traits of individuals and settings that could not be easily described numerically. Quantitative approach was used because numerical data was applied.

The general objective of the study was to investigate leadership styles of institutional heads and their effects on school development from teachers' perspective; with a view of examining the leadership styles and how they affect both private and public secondary schools.

The findings revealed that the most used leadership style in public schools was democratic with a mean of 3.13, followed by autocratic with a mean of 2.49 and permissive with a mean of 2.25 In private, the dominating style was democratic with a mean of 3.04 followed by permissive with a mean of 2.08 and lastly autocratic with a mean of 1.99.

The hypothesis number 1 says there is no significant relationship between leadership styles and the school development; the findings show that there was relationship between leadership styles and school development. Democratic leadership style indicated higher school development with a mean of 3.09 followed by autocratic with a mean of 2.2 and lastly permissive with a mean of 2.17 in both private and public secondary schools. This is supported by the formula; "when critical t-value < computed t-value, the null hypothesis is rejected and accept the alternative"

The study found that there was no significant difference between the development in public and private schools. The grand mean total development for private school was 2.99 whereby the public secondary schools had 2.91. This is supported by the formula that; when t-critical > computed t-value = homogeneity. This makes the null hypothesis to be accepted. This implies that there is almost equal development in both private and public secondary schools as far as leadership styles are concerned.

Objectives and variables studied

Methodology
(Instrumentation)
(Respondents)
(Data collection techniques)
(Data analysis)

(Findings)
Answers to Problem No. 2.1 and 2.3

Problem No 2.2

Problem No 2.4

Problem No. 2.5

Conclusions

Basing on the findings; the following conclusions have been made that democratic leadership style dominates in both public and private schools, followed by autocratic and permissive leadership styles.

In terms of school development, it has been concluded that there is more development in a school where democratic leadership style is applied followed by autocratic leadership style. Permissive leadership style is found to have less development compared with democratic and autocratic leadership styles.

It was found that both public and private schools had development. However there were few areas noted with small differences this included student book ratio, teachers' attendance to classes, general school discipline and adequate number of teachers. This was found better in private schools due to closer supervision and monitoring of the schools by school owners.

It was also found that apart from leadership styles, there were other factors affecting school development in both schools, these included; scarcity of books and other teaching and learning materials, inadequate finance, lack of motivation from employer and disunity between school administration and parents. Public schools were also faced by inadequate number of teachers and political interference whereby political leaders dictate school leaders to register more students than the school capacity and facilities. This affected curriculum implementation.

Recommendations

The following recommendations are given based on the findings of this study.

1. Democratic leadership style needs to be more applied in public and private secondary schools as it involves the majority in planning and implementing, sharing of goals and objectives, hence makes a worker feel part of the school.
2. The government needs to recruit and employ adequate teachers in public schools according to the demand of the school until the desired ratio of two teachers to forty students is reached.
3. The government needs to provide incentives to public school teachers so as to reduce mobility from public schools to other places seeking for employment as this creates shortage of teachers in public schools.
4. Books and other teaching and learning materials need to be given first priority in both public and private secondary schools as they facilitate the proper teaching and learning process for teachers and students.
5. The school disciplinary committee, head of school, teachers and parents need to cooperate in dealing with discipline cases so as to create conducive learning in both public and private secondary school.
6. The Ministry of Education and Vocational Training in Tanzania needs to conduct leadership seminars and workshops regularly to public and private institutional heads to allow sharing of experiences which in turn helps to improve both institutions.
7. The check list for school improvement set up by the Ministry of Education and Vocational Training in Tanzania needs to be strengthened, and monitored and followed by both private and public secondary schools for performance improvement.

Generalizations and Implications not data as in summary

Recommendations for the gap in values education specialists

For the gaps in trainings and lack of support

For gap on length of class hour

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<u>What to note</u>

1. Only those cited within the text are included in this list.

1. Authors' names all caps and alphabetically arranged. Space in-between entries are double space but single space within entries.

1. Titles of books and names of publication like journals are in caps and lower case but titles of journal articles are cap and lower case.

1. Periods are used to separate the elements of each entries except between place of publication (:) and serial number of journal issues () from volume number. Example: 3(1): 25-28

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Appendix B

TURABIAN FOOTNOTE AND BIBLIOGRAPHY

INFORMATION AND SAMPLES

(Primarily for Papers written for the Seminary or Religious Education)

The first footnote reference for a book should include the following information in the order given:

Name of author(s) – or editor(s) when no author is given
Title and, if any, subtitle
Name of editor, compiler, or translator, if any, in addition to author
Name of author of preface, introduction, or foreword only when of special interest to study
Number or name of edition, if other than the first
Name of series in which book appears, if any, with volume or number in series
Facts of publication: Place, publishing agency, date
Page number(s) of specific citation.

In the footnote samples shown below, titles of commentaries, encyclopedias, dictionaries, journals, and magazines are shown written out, shortened, or abbreviated. All forms are permissible, but whichever form is chosen should be used consistently and with the approval of adviser and committee. Footnote indentations should be the same as paragraph indentations used in text. Bibliography entries start flush left. Runover lines line up under the sixth space or according to default indent. One bibliography entry should never be split between two pages.

"N" indicates footnote entry. "B" indicates bibliographic entry.

Note: When states are included in place of publication, full state names, standard abbreviations, or zip code abbreviations (the form used in samples below) are all accepted. Whichever form is chosen must be consistently. Country names, when needed, are always written out.

1. Book – one author (see Turabian 11.3, N & B)

N A. M. Allchin, The Kingdom of Love & Knowledge (London: Darton, Longman & Todd, 1979), 46.

A. Allchin, A. M. The Kingdom of Love & Knowledge. London: Darton, Longman & Todd, 1979.

2. Book – more than one author (see Turabian 11.4, 5, 6, N & B)

N Mary Lyon, Bryce Lyon, and Henry S. Lucas, *The Wardrobe Book of William de Norwell*, *12 July 1338 to 27 May 1340* with the collaboration of Jean de Sturler (Brussels: Commission Royale d'Histoire de Belgique, 1983), 42.

BLyon, Bryce Lyon, and Henry S. Lucas. *The Wardrobe Book of William de Norwell,*
12 July 1338 to 27 May 1340. With the collaboration of Jean de Sturler. Brussels: Commission Royale d'Histoire de Belgique, 1983.

3. Book – more than one volume published in more than one year

N Paul Tillich, Systematic Theology, 3 vols. (Chicago: University of Chicago Press, 1951 -63), 1:9.

B Tillich, Paul. *Systematic Theology*. 3 vols. Chicago: University of Chicago Press, 1951 - 63.

Note: If date is of special concern, include the date of the specific volume cited; i.e., 1 (1951):9 instead of 1:9.

4. Book – in series (see Turabian 11.16, N & B)

N Verner W. Clapp, *The Future of the Research Library*, Phineas W. Windsor Series in Libarianship, no. 8 (Urbana: University of Illinois Press, 1964)

B Clapp, Verner W. *The Future of the Research Library.* Phineas W. Windsor Series in Librarianship, no. 8 Urbana: University of Illinois Press, 1964.

5. Book – with component by one author in a book edited by another (see Turabian 11.26, N & B)

N D. A. Shipley, *"The European Heritage." in The History of American Methodism*, 3 vol., ed. E. S. Bucke (New
York: Abingdon Press, 1964

B Shipley, D. A. *"The European Heritage.." In The History of American Methodism*,
ed. E. S. Bucke 1:9 – 42. New York: Abingdon Press, 1964.

6. Book – with secondary source of quotation (see Turabian 11.31, N & B)

N Clark H. Pinnock, *A Defense of Biblical Infallibility* (Philadelphia, PA: Presbyterian
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B Pinnock, Clark H. *A Defense of Biblical Infallibility*. Philadelphia, PA: Presbyterian

& Reformed, 1967, quoted in Avery Dulles, *Models of Revelation*. Garden City, NY: Doubleday & Co., 1983.

7. Commentaries – authored volumes (Commentary title written out in footnotes)

N E. D. Burton, *A Critical and Exegetical Commentary on the Epistle to the Galatians*, International Critical Commentary (Edinburgh: T. and T. Clark, 1921), 65.

B Burton, E. D. *A Critical and Exegetical Commentary on the Epistle to the Galatians.* International Critical Commentary (Edinburgh: T. and T. Clark, 1921.

Note: The use of abbreviations in footnotes for well-known and/or frequently used commentaries, dictionaries, encyclopedias, journals, and magazines (even in the first footnote) is usually permitted, but only when a list of abbreviations is included in the paper. A list of abbreviations should not include references that are used only once. Such a practice would make the list long and defeat its purpose. Be sure to check with your adviser and committee as to their preference. *Full titles for all works are always written out in the bibliography.*

8. Commentaries – authored volumes (Commentary title abbreviated in footnote)

N Edwin R. Campbell, Jr., Ruth, AB, vol. 7 (Garden City, NY: Doubleday & Co., 1975), 27.

B Campbell, Edwin R. Jr., Ruth, Anchor Bible, vol. 7. Garden City, NY: Doubleday & Co., 1975.

9. Commentaries – with signed articles (Commentary title written out in footnote)

N G. E. Wright, “Exegesis of the Book of Deuteronomy,” *Interpreter’s Bible* (New York: Abingdon Press, 1954), 2:332.

B Wright, G. E. “Exegesis of the Book of Deuteronomy,” *Interpreter’s Bible* (New York: Abingdon Press, 1954. 2:332 – 540.

10. Commentaries – with unsigned articles (Commentary title shortened in footnote)

Note: Articles that have a specific title are referenced with that title (note first example 10); articles that comment on a Bible text only are referenced by the Bible book title (note second example 10).

N“Interpretation of Daniel,” SDA Bible Commentary, ed. F. D. Nichol (Washington, DC: Review and Herald Pub. Assn., 1953 – 57).

B “Interpretation of Daniel.” *Seventh day Adventist Bible commentary*. Edited by F. D. Nichol. Washington, DC: Review and Herald Pub. Assn., 1953 – 57. 4:287.

11. Dictionaries – with signed articles (Dictionary title abbreviated in footnote)

N J. H. Marks, “Flood (Genesis),” IDB (1962), 2:279.

B Marks, J. H. “Flood (Genesis).” *Interpreter’s Dictionary of the Bible*. Edited by G. A. Buttrick et al. Nashville: Abingdon Press, 1962. 2:278-284.

12. Dictionaries – with unsigned articles (Encyclopedia title shortened in footnote)

N *SDA Bible Dictionary* (1960), s.v. “Angel.”

B *Seventh-day Adventist Bible Dictionary*. Edited by Siegfried H. Horn Washington, DC: Review and Herald Pub. Assn., 1960. s.v. “Angel.”

13. Encyclopedia – with signed articles (Encyclopedia title written out in footnote)

N C. A. Beckwith, “Virgin Birth,” *The New Schaff-Herzog Encyclopedia of Religious Knowledge. 4th* Photolithoprinted ed., 1960. 12:201 – 214.

14. Encyclopedias – with unsigned articles (Encyclopedia title shortened in footnote)

N *SDA Encyclopedia*, 1975 ed., s.v. “Kingsway College.”

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15. Multi – volume works – with several titles by one author

N Philip Carrington, *The Early Christian Church*, vol.2, *The Second Christian Century* (Cambridge: University Press, 1957), 109 – 111.

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16. Ancient and Medieval works

N Irenaeus *Against Heresies* 2.2.3 (ANF, 1:361).

Josephus *Jewish War* 2.14.5 (trans. Thackeray, LCL, 2:435).

B Irenaeus *Against Heresies*. The Ante-Nicene Fathers. 1:315-567.

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N Arthur J. Ferch, “The Two Aeons and the Messiah in Pseudo-Philo, 4 Ezra, and 2 Baruch,” AUSS 15 (1977): 135.

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26. E. G. Whites research materials – (a) unpublished letter, (b) manuscript with no title

N Ellen G. White to Dr. Patience Bourdeau, 8 June 1905, Letter 177, 1905, Ellen G. White Research Center, Andrews University, Berrien Springs, MI.

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>
> For more help to electronic media, see Nancy Vyhmeister's Quality Research *Papers (Grand Rapids*: Zondervan, 2001).

Appendix C

<u>CASE STUDY FORMAT</u>

Title Page

Executive Summary

The purpose of the Executive Summary is to consolidate the principal points of your paper in one place. It must cover the information in the paper in enough detail to reflect accurately its contents but concisely enough to permit a public or non-profit agency executive to digest the significance of the paper without having to read it in full. The Executive Summary is a comprehensive restatement of the document's purpose, scope, methods, results, conclusions, findings, and recommendations. The Executive Summary should be proportional to the length of your paper. For purposes of the Capstone paper, we recommend a 500-word Executive Summary.

Introduction

The introduction provides the reader with background information for the research reported in the paper. Its purpose is to establish a framework for the research, so that the reader can understand how it is related to other research. The Introduction has multiple purposes, namely to create reader interest in the topic, establish the problem that leads to the study, place the study within the larger context of the scholarly literature, and reach out to a specific audience.

Literature Review

The review of previous research accomplishes several purposes. It shares with the reader the results of other studies that are closely related to the study being reported, it relates the study to the larger, ongoing dialogue in the literature about the topic, and it provides a framework for establishing the importance of the study. It can serve as a benchmark for comparing the results of the study with other findings.

Methodology

This section specifies the type of research design utilized in the paper, such as the approach to data collection, analysis, and report writing. It should detail the context of the research, e.g. type of organization, jurisdiction, indicate how subjects were selected, e.g. random, key informants, discuss techniques for data collection, e.g. interviews, questionnaire, document review, study of case files, and explain the underlying rationale for these decisions. It may be useful to discuss the strengths and weaknesses of the chosen design.

Study

A case study is the study of the particularity and complexity of a single case. Relevant cases will include public and not-for-profit administrators and their programs. Most often, these cases will be embedded in a political system in which actors exercise power and influence over processes and decisions. We are interested in cases for both their uniqueness and commonality. Cases are "bounded, integrated systems;" hence, we observe working parts that connect people with programs in some sort of purposive fashion. Some cases are so important in themselves that we focus on studying their <u>intrinsic</u> qualities. Other cases are applicable to important public administration and public policy questions. Hence, they are considered instrumental to understanding larger issues

Analysis

The analysis compares the findings of the study with benchmarks established in the review of literature. It may point out similarities and differences, agreements and contradictions, and posit explanations for these relationships. Normally, it will not assume a burden of proof or disproof, nor claim superiority or insights not justified by the small sample size or singularity of the subject or methodology. Cautious conjecture, with appropriate language and solid reasoning, however is encouraged.

Conclusions and Recommendations

Although this section does not need to be long, the writer has an opportunity to tie up loose ends, summarize findings, and draw inferences. Specific recommendations are a good way of concluding the paper. The writer should recommend possible changes in current administrative practices, suggest new methods of management or analysis, or propose changes in ordinances and statutes, for example. The recommendations should flow from the present study and be related directly to the analysis.

References and Appendices