

PENTECOST UNIVERSITY COLLEGE

GRADUATE SCHOOL LONG ESSAY GUIDELINES

*A publication of the
Graduate School*



**PENTECOST
UNIVERSITY
COLLEGE**

PREFACE

This document serves as a reference guide to students, lecturers and supervisors. It highlights the process of preparing as well as supervising a Long Essay.

At Pentecost University College Graduate School (PUCGS), the Long Essay is a research study. Thus, various disciplines may have different requirements as far as the content, format, and length of the report are concerned. In this regard, students are strongly advised to consult their supervisor(s) and their respective departments in order to satisfy specific faculty expectations.

The term, **Long Essay**, is, at the moment, reserved for a research study written up and submitted in partial fulfillment of the requirements for a Masters degree other than an MPhil. At a later date, the terms, **Long Essay, Dissertation and Project Work** will be used for other post-graduate qualifications, as and when, these become necessary.

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1.0 INTRODUCTION

All Graduate students in PUC are required to have their candidature confirmed by the end of the first year. By this time, every student should have submitted a Long Essay proposal for consideration by the Postgraduate Research Committee (PRC). The Long Essay proposal is one of the most important documents that the University shall consider in determining whether the candidature of a student should be upheld or terminated.

The Long Essay Proposal is also important for students for the following reasons:

First, it acts as a plan for how the research should or would be implemented. Second, it sets a time schedule for the completion of the project.

A research study at PUCGS is considered to be a carefully organised process of finding unknown answers to significant and thought-provoking practical questions or confirming existing knowledge. This has to be undertaken with the view to increasing or revising the current stock of knowledge, by establishing new facts or reaching new conclusions following a definite set of procedures and steps. It necessarily involves the scientific collection, analysis and interpretation of relevant data and the reporting of the entire study in a prescribed format.

This scientific process provides the student with an opportunity to demonstrate an appropriate range of skills, including, but not limited to, skills relating to scientific inquiry, procedures and steps. More specifically, by the end of the research work, the student is expected to demonstrate adequate knowledge, understanding and skills that would enable him to:

- Formulate significant research questions or hypotheses that are answerable through an acceptable research process.
- Identify and critically review the relevant literature relating to the research problem.

- Design robust and unbiased data collection procedures and processing methods appropriate to a chosen study.
- Critically analyse, synLong Essaye and interpret research data in order to reach valid, reliable and ethically sound recommendations.
- Organise and present a suitable research report.

The research study course aims to help students to:

- Investigate, analyse and solve a practical problem within its context, using appropriate research tools, techniques and proven methodology.
- Promote independent learning and thinking.
- Deepen understanding of a problem context and relevant theories that underlie its solution.

This document is the study guide designed purposely for all Graduate students, lecturers and supervisors enrolled in a Masters programme other than MPhil. Specific instructions, will occasionally be issued, where necessary, to complement this guide.

2.0 ROLES AND RESPONSIBILITIES

2.1 The Role and Responsibilities of the Student

The student has the primary responsibility for selecting and undertaking the research work. To this end, he shall:

- Produce a high quality research work using appropriate research tools and methodologies.
- Maintain the highest standards of integrity and ethical behaviour in the course of the research.
- Familiarise himself with, and abide by, the PUCGS and Affiliation regulatory framework.

- Obtain necessary approvals including, bearing in mind, ethical considerations before engaging in data collection.

**In this document he and she are interchangeable pronouns*

- Use scholarly and scientific rigour and integrity in obtaining, recording and analysing data, and in reporting and publishing results.
- Not misrepresent his academic, professional, employment credentials or experience in the course of collecting data for the research.

2.2. The Role and Responsibilities of the Supervisors

As part of the research process, students will be assigned two (2) supervisors, namely, an academician and a practitioner. The nominated academic supervisor will be the principal supervisor. Supervisors should be available to help their students at every stage, from formulation of their research problems through establishing methodologies and discussing results, to presenting and completing research work to possible publication. A student must note that he has no choice in the selection of a supervisor. Any change of supervisorship must be carried out by the respective Programme Coordinator.

Supervisors will provide guidance and assistance to students so that they may carry out their research and present results of a high standard. Research studies can be greatly affected by the nature of the supervision and the quality of communication between the student and his supervisor. (When students work closely and effectively with their supervisors, the quality of their outcome is enhanced.) A supervisor must also ensure that a students' work meets the requirements of the academic discipline, as well as that of PUC and the affiliated institution(s).

Specifically, the supervisor:

- Assists the student with the selection and planning of a suitable and manageable research topic.
- Advises the student on the feasibility of what he plans to do.

- Makes himself available and accessible to the student for consultations and discussions of the student's progress, at mutually convenient times during the course of the research.
- Responds in a timely and thorough manner to written work submitted by the student, with constructive suggestions for improvement and continuation. The turnaround time for comments on written work should not normally exceed three weeks.
- Makes arrangements to ensure continuity of supervision when the supervisor will be absent for extended periods, especially when absences would last for a month or longer.
- Assists the student in gaining access to facilities or research materials, whenever required.
- Encourages the student to ensure that the research environment is safe, healthy and free from harassment, discrimination and conflict.
- Encourages the student to make presentations of research results at PUC and to outside scholarly or professional bodies, as appropriate.
- Encourages the student to complete his/her work within a specified time period when it would not be in the student's best interests to extend the study.
- May require that the student undergoes an oral presentation upon submission of each chapter.
- Refer to the Programme Coordinator if he decides to discontinue the supervision of any student.
- Shall keep track of students' submissions and receipt of each chapter.
- Who proposes a significant change in a student's work shall consult the co-supervisor before instructing student to effect the change.

In the case of joint authorship of a paper, resulting from a student's research work (s), appropriate acknowledgement should be made to the student's contributions in the

published works. Also, when supervisors give conflicting advice or where there are different expectations on the part of co-supervisors, the academic supervisor is expected to endeavour to achieve consensus and resolve the differences.

2.3 Qualifications of Supervisors and Practitioners

In the light of the role and responsibilities of supervisors highlighted above:

- Academic supervisors must have taught or carried out research in a university or equivalent institution for a minimum of two (2) years and have published articles and publications.
- Academic supervisors must be sufficiently familiar with the field of research to provide guidance and/or has a willingness to gain that familiarity before agreeing to act as supervisor.
- Practitioners must be qualified professionals in the field of study. In the case of theological education, the practitioner must be an active or retired ordained minister of a recognised Protestant church. The church concerned should be a member of Ghana Pentecostal Charismatic Council of Churches (GPCC), Ghana Christian Council (GCC), or a recognised religious body acceptable to GPCC or GCC.
- All supervisors shall be accredited by the Board of Graduate Studies.
- All supervisors are to hold formal supervisory committee meetings at least once a trimester with their supervisees.

3.0. OVERALL FORMAT OF A LONG ESSAY PROPOSAL

3.1 Research Proposal

The research proposal report should cover the following areas:

- * A title page
- * An introduction
- * Background of the study
- * Statement of the problem
- * Research objectives

- * A brief review of literature
- * Research methodology
- * HypoLong Essay and/or research questions.
- * Significance of the study
- * Scope of the study
- * Definition of terms
- * Research assumptions
- * Chapter organisation
- * Schedule of research work
- * A list of references

Research proposals must not be more than 5000 words and must be submitted to supervisors in accordance with the submission dates.

3.2 Proposal Format

The proposal should follow the format and order below in the various sections:

3.2.1 Title Page

The title page (see Appendix 1) should include:

- i. Tentative Long Essay title
- ii. Your full-name (Legal name)
- iii. Course Code , Course Title, Student ID Number
- iv. Degree sought
- v. Department of study
- vi. Name of your supervisor
- vii. Date of submission (Month and year)

The Long Essay proposal title should be concise, descriptive and fairly self-explanatory. It should generally not exceed fifteen (15) words. Choose a title that is easy to understand and which represents the main theme.

3.3 Introduction

This is a brief introduction as to what this project is all about. In this section, explain the background to the research; give a definition of the research area/boundaries; provide the subject area context.

3.4 Background of the study

This section should focus on the background to the research study as to how it came about and what the student intends to do. Why does the student want to research this area? Give the rationale or reasons for undertaking this study. This may (or may not) lead in some instances to a set of research questions to be answered by the study

3.5 Statement of the problem

This is a single clear statement of what the student is hoping to achieve. The expected outcome of the research is stated in a single sentence.

3.6. Objectives

There should be a set of five or six measureable objectives that set out what the student will need to achieve in order to achieve the overall aim of the study. Objectives are the steps proposed to be undertaken in order to reach the aim. It should be very clear how the objectives feed into the aim.

3.7. Brief Review of Literature

This section demonstrates that a student is knowledgeable about the primary texts and secondary research studies done by other researchers. It ensures that a student is not “reinventing the wheel”. It is important to note that this section is *not merely a summary* of the relevant literature read but instead provides a critical review on it. The student should point to areas overlooked or inadequately addressed by previous studies. Discuss how the proposed research could contribute to the knowledge advancement in the area. This shows

one's ability to synthesize the literature and to develop new ideas and innovations. Proper referencing in this section is very important. This helps the student to avoid the possible charge of plagiarism.

The following are some of the most common deficiencies of a literature review to avoid :

- lack of organization and structure
- lack of focus and coherence
- being repetitive
- failing to cite influential papers or studies
- citing irrelevant and trivial references
- failing to cite current papers or studies
- failing to critically evaluate cited papers

3.8. Research Questions and Hypotheses

This section tells the reader what he would like to find out or address in your research. State your research questions and hypotheses explicitly in this section. In most cases, the primary research question should be broad enough to cover the entirety of one's proposed research and any subsidiary research questions and hypotheses. These must be very specific and each of them should focus on a specific aspect of the research. These hypotheses usually form chapters or sub-sections of the final Long Essay.

3.9. Methodology

The methodology carries great weight in determining the success of a piece of research. A very good research topic but a poor research methodology could easily ruin the outcome! This section explains "how" one conducts research. In order to achieve your research objectives, you should demonstrate that he is fully aware of alternative research methods and explain how your proposed methodology is superior to other research approaches.

It is important to include:

- 1) The research design, source and collection of data

- 2) Research instruments used
- 3) Procedure, e.g. how one intends to carry out the study; what activities are involved, and how long they will take and cost implications.

It is necessary to pay attention to how the results/findings will be analysed (e.g., modelling techniques or statistical methods to be used)

3.10. Proposed Methodology

An outline of the proposed research methodology consists of the nature of data required, collection method[s] and form[s] of analysis linked to the research objectives, together with an explanation and justification for the choice(s).

3.11. Scope of Studies

This should be discussed and agreed on at the departmental level with your supervisor and Programme Coordinator.

3.12. Limitations

Briefly explain any limitations to the study and offer any other considerations.

3.13. Reference List

This should be a list of the works the student has consulted to help him determine the research questions and/or objectives. It should be not less than twenty (20) references, comprising of a suitable mix of journal and conference articles, reports, books and other appropriate sources; it should be properly referenced using the American Psychological Association (APA) system.

4.0. LONG ESSAY STRUCTURE

All Long Essays must be prepared according to the PUC Graduate School (PUCGS) format. Where there is conflict between the departmental format and the PUCGS format, the following formats must be satisfied:

4.1. PUCGS Format

- Preliminary Information
- Substantive Section
- References and Appendices

4.2. Departmental Format

- Chapter Structure and Design
- Chapter Headings
- Reference Style
- Figures and Tables
- Chapter Content Design

5.0. UNDERTAKING THE LONG ESSAY

5.1. Selection of a Topic

There is no definitive method of topic choice, but rather, the student is directed to the following considerations, each being briefly discussed in turn. The list is not exhaustive; other considerations may impact the selection decision, depending on the setting.

5.1.1 Student's Ability/Study

It is sensible that the chosen topic is within the student's ability or, more specifically, that it falls within the domain of the subject being studied. To choose a subject that lies beyond the remit of the student's own 'specialism' introduces an (unnecessary) extra element of difficulty. Where the proposed subject is clearly beyond the scope of the student's degree, he/she will be required to change to a more appropriate field of study.

5.1.2 Student's Interest

The topic should appeal to the student so that enthusiasm can be maintained. The student must be interested in the research subject. Correlation exists between things that we are good at and things we enjoy doing.

5.1.3 Availability of Information

There is little sense in choosing a topic for which very little information exists, or, for which information is quite inaccessible. Such research will duly grind to a halt. Similarly, a lack of tangible information only makes for a text of very little substance. If in doubt, make preliminary enquiries as to the availability of information for the potential topic, and then carefully assess the proposal with the supervisors.

5.1.4 Amount of Research Required

In order to determine how viable the research would be, the student must:

- a. Choose an appropriate topic
- b. Consider a realistic timeframe
- c. Think about the method of data collection
- d. Decide whether the chosen topic could be properly analysed with the available data.

If the student feels that the volume of research required is unmanageable, another topic could be chosen in consultation with his supervisor.

5.1.5 Employers

Where a student's employer expresses a preference for the research subject or perhaps requests an input to the research work, the employer could be invited for a discussion.

5.1.6 Collaboration

Some topics require industrial or commercial collaboration. If this is so, be sure such collaborating organisations can be identified, and more importantly, are invited to participate in the project. Be sure to confirm this before the work is commenced.

5.1.7 Supervisor(s)

Ensure there a suitable supervisor for the proposed topic e.g. a qualified person in the subject is available. Also note that successful research relies, in part, on a good student/supervisor relationship.

5.2. Selecting Methodology

In selecting appropriate methodology, the student should pay attention to several characteristics, including, but not limited to:

- Industrial/academic bias
- Conceptual/empirical requirements
- Qualitative/quantitative bias
- Pure/applied bias.

Each is now briefly discussed in turn.

5.2.1 Industrial/Academic Bias

Research is sometimes conducted to placate a purely industrial or commercial objective, being driven by a specific corporate aim (e.g., to gauge consumer opinion with regards to a new range of products.) This form of research has little or no academic bias, and is beyond the remit of this guide. For discrete academic research, methodology will primarily be based on the degree being pursued.

5.2.2 Conceptual/Empirical Requirements

If the aim of the work is to cultivate a concept, the research would normally involve process observation, and subsequent formulation of an abstract based typically on qualitative information. Conceptual research need not rely on experiment or experience. It can be described as having a ‘theoretical’ bias. There is nothing wrong with a student theorising in their Long Essay, so long as it is logically presented and argued.

In contrast, empirical research draws conclusions from more tangible, often numerical data or analysis. Empiricism is the opposite of subjectivity and is closely allied to objectivity. In this context, the research may analyse data from, e.g. a structured survey. Alternatively, experimentation may be used to yield empirical data. Here, it should be pointed out that experimentation is not necessarily a physical activity: for example, construction management research is in many ways a social science where experimentation will often be in symbolic or mathematical form. Either way, experimentation requires quantitative methodologies.

5.2.3 Qualitative/Quantitative Bias

In research terms, a qualitative approach (methodology) means to utilise subjective methods very often based on personal opinion, perception, or feeling. Unstructured interviews and open question surveys (see below) are synonymous with qualitative methods. Quantitative methodologies involve consideration of size and magnitude, and may be perceived as being more analytical in nature than qualitative methods. Structured interviews, structured survey, symbolic models and physical experimentation, are all synonymous with quantitative methods.

5.2.4 Pure/Applied Bias

Pure research will tend to:

- be associated with conceptual issues; and
- rely more on qualitative methodologies, although quantitative studies are not excluded.

Applied research will tend to:

- have a leaning toward some industrial / commercial application or bias;
- be empirical in nature; and
- utilise quantitative methodologies, although qualitative studies are not necessarily excluded.

6.0 COMMON RESEARCH METHODS

Having identified the Long Essay objectives, the student needs to identify what the best method should be. An overview of some **common research methods** follows:

6.1 Process Observation

A first and most simple complement to the literature search is process observation. Much understanding will emanate from the literature search, but this in isolation will rarely suffice. Observation alone may be considered as a qualitative method, yielding some understanding of the way a process or condition is conducted. In this context, process observation is most often recorded as a narrative (*vis-à-vis* numeric data).

6.2 Process Measurement

This can take a number of forms but essentially is an extension of the observation method which includes the introduction of a measurement regime. For example, in the context of productivity, process measurement could involve time study, this being the recording of times taken to perform tasks, so that a standard output may be established.

6.3 Open Questionnaire Survey

The straightforward design of Open Questionnaire Survey employs a questionnaire inviting any form of written reply to the questions posed. For example: “What is your opinion of the Latham Recommendations with respect to dispute resolution?” might be a typical open question. As can be appreciated, the biggest drawback with this approach is that theoretically, there can be as many different responses as there are respondents! Hence, such qualitative research data is more difficult to analyse objectively; albeit, there are ways to achieve this. One can use word counts (how many times did respondents use a particular key word) or the grouping of similar responses.

6.4 Structured Questionnaire Survey

Structured Questionnaire Survey, unlike the Open Questionnaire Survey, places a limitation on the freedom respondents have in expressing themselves. If designed properly, a Structured Questionnaire Survey could be an effective means of performing quantitative research. However, an effective structured questionnaire requires meticulous planning, that anticipates:

- the potential range of responses to questions
- the necessary forms of data analysis to responses

6.5 Unstructured Interview

Unstructured Interview can be perceived as the oral equivalent of process observation. Essentially, being unstructured (i.e., no preconceived format) is a means of abstracting qualitative information for example, qualitative attitude measurement.

6.6 Structured Interview

Structured Interview follows prior arrangement in terms of expected outcome and the direction the interviewer intends to proceed. The process should emphasise objectivity, uniform treatment of interviewees, and avoidance of any other possible external influences. In this case, interviews may be analysed on a 'like-for-like' basis and therefore, the method may be perceived as being more objective than the unstructured technique.

6.7 Symbolic Models

Symbolic Models represent or typify things; they may take many forms, e.g., a verbal model, physical experiments and mathematical equations. In particular, physical experiments may be considered for post-graduate research work. All symbols used in any of the models - experiments or equations - must be explained to avoid ambiguity.

7.0. WRITING THE RESEARCH PAPER

The Long Essay normally consists of five (5) chapters which cover the following areas: *(Not all the elements indicated below necessarily need to feature. Those elements with asterix may not necessarily apply.)*

7.1 Preliminaries

The following items make up the preliminary sections of the research paper: The Title page, the Declaration Page, Dedication page, Acknowledgements Page, Dedication Page, Table of Contents, List of Diagrams, Figures and Tables, List of Acronyms/Abbreviations, Abstract.

7.1.1. Title Page

The title page should include the name, course and title of the Long Essay

7.1.2 Declaration Page

This page must contain a signed declaration to the effect that all the work described in the Long Essay (except where otherwise stated) is the work of the student. The declaration page must be signed by the candidate and the supervisors.

7.1.3 Dedication Page

On this page, e.g., the student dedicates the paper to family members or any one he/she deems fit to receive the honour.

7.1.4 Acknowledgements Page

On this page the student may acknowledge anybody who helped in a material way with the research, e.g. the employer, supervisor, family or members of the supervision team and classmates.

7.1.5 Table of Contents

Make a provisional list of all headings and sub-headings with page numbers. Sub-headings should be indented.

7.1.6 *List of Diagrams, Figures, and Tables

List of tables, diagrams and figures should be drawn or photographed on an A4 –size paper (not to be affixed on an A4-size paper) and placed in the appropriate page in the text. Figures should be set out on the page with its title. All tables should be inserted in the appropriate page and place. However, lengthy and bulky tables should be presented in the appendix. Diagrams, tables, figures, and maps greater than A4-size, should be folded to be read as right-hand page when it is opened.

7.1.7 *List of Acronyms/Abbreviations

The list of acronyms and abbreviations used in the paper should be stated.

7.1.8 Abstract

The abstract is an overview of the Long Essay. The abstract must not exceed a maximum of 300 words in length. It provides the rationale, significance, methodology, the results or findings,

conclusions and any other possible recommendation of the study. This section is not where one tries to explain the technical details or methodology of the study as these would be taken care of in the main sections. Present your idea in simple language so that even readers who are not in your field can understand it. It should contain no references.

7.2. General Introduction (Chapter 1)

This is a very important part of the research study. On completion of this chapter, the reader will have acquired a fairly accurate overview of the entire work carried out, including the research context, aim and objectives, the methodology, restraints/limitations and the structure of the report.

The layout is as follows:

- Introduction
- Background of the Study
- Research Objectives
- *HypoLong Essay
- Research Questions
- A Brief Review of Literature
- Significance of the Study
- Scope and Limitations of the Study
- *Definition of Terms
- *Research Assumptions
- Study Organisation
- Chapter Conclusion

Note: When writing each chapter it is a good idea to have an ‘introduction’ section at the beginning. This introduction section ‘sets the scene’ for the reader about what they are about to read. Also there could be a ‘summary’ section at the end of each chapter which acts as a ‘mini conclusion’ section, containing the key issues emerging from the chapter. The ‘introductions’ and ‘summaries’ for each chapter, should give the reader a clear idea about the report.

7.3 Literature Review (Chapter2)

The chapter structure is as follows:

- Chapter Introduction
- Review of Theoretical Framework and Empirical Studies
- Review of Contrasting Studies
- Chapter Conclusion (if necessary)

NOTE:

- i. Students must provide a review of only the literature which is relevant to the study.
- ii. Literature must be reviewed rather than merely copied and pasted.
- iii. Students must note that the literature review shall constitute not more than 30% of the length of the entire work.

7.4. Research Methodology (Chapter 3)

- Chapter Introduction
- Research Design
- Sources of Data
- *Sampling (including population of the study, sampling technique, sample size, etc.)
- Limitations
- Instrumentation (type of research instrument(s) used, why they were chosen and how they were designed)
- Data Gathering Procedure
- Mode and Instruments for Data Analyses
- Ethical Considerations
- Chapter Conclusion

7.5. Data Analyses and Discussion of Findings (Chapter 4)

The layout for this chapter is as follows:

- Chapter Introduction
- Data/Information Analysis and Presentation
- Discussion of Findings
- *HypoLong Essay (Testing or Evaluation of Research Questions)
- *Chapter Conclusion

NOTE:

- i. Data collected may be analysed quantitatively, qualitatively or mixed (both qualitative and quantitative) .
- ii. Students must be able to provide a clear and logical presentation of the analysed data.
- iii. The presented data must be discussed within the context of the research objectives.

7.6 Summary, Conclusions and Recommendations (Chapter 5)

This chapter contains the findings or results, conclusions, and recommendations of the research. On writing this chapter, the student should bear in mind that everything in it should be extracted from earlier chapters. The chapter should therefore not produce any new material or concepts and should show evidence as to how the research objectives/hypotheses have, or have not, been achieved.

The layout is as follows:

- Chapter Introduction
- Summary of Key Findings/Results
- Conclusions of the Study
- Recommendations
- Lessons for Policy Formulation and Further Research

7.7 References

This section contains references to books, articles and other publications actually cited in the research work. In terms of style of referencing, the Faculty of Business Administration (FBA) uses the American Psychological Association (APA) style, while the Faculty of Theology (FTM) uses the Modern Language Association (MLA) or APA referencing styles.

7.8. Appendices

This section includes the raw data collected by the researcher and any other materials used for the study. Any software developed as part of the research must be described here. Appendices are normally numbered alphabetically or numerically.

7.9. Formatting

- a. The entire work must be in Times New Roman, font size 12, double spaced and justified.
- b. Main chapter heading must be in CAPS, BOLD, CENTERED and in font size 14 (No underlining is required).
- c. Other headings must be justified, bold and in font size 12.
- d. Headings should be in three (3) levels. Any other headings after the third heading must be bulleted or underlined.

8.0. PRESENTATION AND LANGUAGE

8.1 General Presentation

8.1.1 Fonts

Even with access to all the power and variety that the combination of modern software and hardware offers, one should resist the temptation to use fancy or decorative fonts in the Long Essay. The recommended font is ‘Times New Roman’.

Use a standard font size 12. Small fonts are uncomfortable to read, while large ones are

extremely distracting. Do not try to use a small font in order to cram everything that you want to say into specified page limits.

8.1.2 Sections and Headings

To improve the layout of your work to make it easier to read, you can divide it into sections and sub-sections, each with a relevant heading. Use line spaces to separate the sections from one another. In addition, use bold, capitals, or italics, to highlight the headings.

8.1.3 Point Form

If you have to write a list of points/items, it may be a good idea to use point form. If your list consists of three items or fewer, you may as well write it sequentially. For more than three, or if each point is quite long, point form is neater and easier to read. You can use bullets, asterisks, dashes, numbers or letters to introduce the points.

8.2 Word Count Limits

The following word count is recommended for each higher degree of study:

- Masters (MBA/MCOM/MA) - 20,000 - 25,000
- Masters of Philosophy (MPhil) - 25,000 - 45,000

8.3 Printing, Binding and Submission

8.3.1 Printing

The text should be printed in double spacing (2.0 spacing) on an A4 paper. The margin on the left-hand side edge for printing should be 3.5cm while the right-hand side margin should be 1.5cm. A space of 2.0cm should be given at both the top and bottom margins to allow for binding and trimming.

8.3.2 Binding

All draft Long Essays are to be submitted to supervisors comb-bound. Once it has been examined and approved by the supervisor, three (3) copies permanently hardbound (red hard cover) must be submitted to the Graduate School. On the spine of the hardbound copies of the Long Essay, there should be gold lettering of preferred size of the full surname of the student

and other names abbreviated. Also, the spine must contain the date of submission and the title of the degree.

8.3.3 Submission

Three (3) copies of the final Long Essay (signed by the supervisor) with a soft copy on a CD should be sent to the Faculty Long Essay Coordinator within the stipulated time (dates to be provided by the Graduate School). Students who submit their Long Essay late would not be allowed to defend their Long Essays; hence they would not graduate in that academic year. All such will be required to register for the course and pay the full trimester fees for resubmission.

9.0 LONG ESSAY DEFENSE

Students who are able to successfully complete their Long Essay within the scheduled time, would, in addition, be required to pass the viva voce.

9.1 Long Essay Oral Defense Committee

The Master's candidate's Long Essay Oral Defense Committee will be recommended by the Dean of the Graduate School and approved by Graduate School Board.

9.2 Composition

The Long Essay Committee Oral Defense Committee will comprise of a minimum of five and a maximum of seven members.

9.3 Scheduling of the Oral Defense

Arrangements for appointing the defense committee and for the date and time of the oral defense must be made by the Dean **not later than two (2) weeks prior to the date of the defense**. This is to give students ample time to put their presentation (slides) together.

A time table will be made to indicate the date and time each student will be defending.

9.4 Conducting the Defense

The oral defense committee chair will preside over and manage the defense process. He or she is responsible for making certain that the defense is conducted in a professional manner and that the student has a fair opportunity to defend his/her Long Essay. The chair is expected to provide opportunities for each voting member of the oral defense committee to participate in the defense and to ensure that the examination is of high quality while remaining within proper limits of inquiry. Interested faculty members and currently enrolled graduate students may attend the oral defense. After the oral defense committee has conducted the essential examination of the candidate, questions may be asked by others present if pertinent and appropriate as determined by the defense committee.

When the defense is completed, the chairperson will request that the candidate and all other persons not on the examination committee leave the room, and will call for a motion to pass or fail the candidate. A recommendation to pass can have no more than one negative vote from members of the committee.

If the motion is a recommendation to pass, the committee must then agree on the conditions of the recommendation as follows:

*All Long Essays must be edited and all grammatical issues must be fully addressed before submission.

- ***Pass with no revisions*** means that only grammatical, labeling or numbering changes are required. Only a limited number of sentence additions or deletions should be necessary.
Duration: Up to 1 month for re-submission
- ***Pass with minor revisions*** indicates that the candidate will be required to reorganize portions of the manuscript and change some of the content.
Duration: Up to 2 months for re-submission
- ***Pass with major revisions*** means that a complete chapter or chapters must be rewritten, additional tables are required and interpreted, or the general format must be changed.

Responsibility for seeing that needed revisions are made rests with the Long Essay director, but committee members also may require their approval before final submission.

Duration: Up to 1 year for re-submission. **The student will have to pay the approved fees for the Trimester, register and re-write the Long Essay under an assigned supervisor.**

- **Fail** indicates that the Long Essay is not of PUCGS acceptable quality, or that the candidate was unsuccessful in the viva voce. A student who fails the defense results in the rejection of the student's Long Essay and a new or related study usually will need to be undertaken.

However, a candidate who fails the oral defense may petition to the oral defense committee for a maximum of one re-examination. If granted, the re-examination must be scheduled through the Office of the Dean of Graduate School and must occur within normal timelines.

The *Result of Oral Defense Form* must be signed by all committee members and returned immediately to the Academic Office of Graduate School. All signatures must be original. Faxed, photocopied, or electronic signatures will not be accepted.

Further Readings

Cooley, L., & Lewkowicz, J. (2003). *Thesis writing in practice: Turning ideas into text*. Hong Kong: Hong Kong University Press.

Cryer, P. (2000). *The research student's guide to success*. Buckingham: Open University Press.

Cooper, D. R. (2003). *Business research methods*. UK, Oxford University Press.

Davis, M. B. (2007). *Doing a successful research project: Using qualitative or quantitative methods*. New York, Cengage Learning.

Guthrie, G. (2010). *Basic research methods: An entry to social science research*. USA, Wiley & Sons.

Appendix I – Title Page (Sample)

Your Long Essay Title Here

by

Your Full-name

Degree Sought

Department of Study

Name of Supervisor

A Long Essay submitted to the Pentecost University College Graduate School, in partial fulfillment for the requirements of the award of a degree in Master of Business Administration/Commerce/Arts (*Depending on the particular programme*).

Date of Submission

PENTECOST UNIVERSITY COLLEGE
GRADUATE SCHOOL
LONG ESSAY EVALUATION CRITERIA –WRITTEN

Introduction

The Long Essay evaluation criteria provide a set of common standards and benchmark that assist the committee in evaluating and providing constructive formative feedback on each chapter of the Long Essay.

Chapter 1: Introduction/Statement of the Problem

- The introduction adequately establishes the background and context of the study
- The problem statement is adequately articulated, supported with research, and amenable to the investigation
- The justification of purpose and significance is integrated with the problem statement and makes an adequate case for conducting the research
- The nature of the research design adequately describes and is appropriate to the stated problem
- The research questions and/or hypotheses are stated in answerable or testable form and are appropriate to the stated problem
- The relevant assumptions and limitations have been identified
- All technical terms have been adequately defined and explained
- The expected outcomes of the study are clear and have the potential of advancing the specialization

Chapter 2: Literature Review

- The literature review establishes an adequate theoretical framework for the study

- The literature review adequately examines current empirical, theoretical, and practice literature associated with key variables of the problem; differences are acknowledged and critically analyzed
- In areas where literature that directly address the topic is limited, current literature in related fields is used to build a rationale for the problem
- The literature review cites appropriate research literature to defend the selection of research design and methodological procedures for this study
- Reports of the literature about construct and methodology are thoroughly synthesized

Chapter 3: Methodology

- The research design is adequately described and justified
- The relationships between the problem, the research questions/hypotheses, design, and methods are logically defensible
- The description of the population/sample and/or participant selection procedures is adequate
- All the constructs involved are adequately operationalised
- The data collection and analysis procedures are sufficiently described to determine if questions can be answered or hypotheses can be tested; the methodology could be replicated from the description provided
- Anticipated findings or researcher's expectations are appropriately discussed in the context of the parameters and limitations of the study

Chapter 4: Data Analysis and Results

- The data processing and analysis procedures are appropriate in light of the study's design and hypotheses
- The data have been analyzed using the appropriate techniques as described in the methodology chapter
- The analyses are performed and presented correctly according to the methodology presented in chapter 3
- The results adequately address the hypotheses and/or questions

Chapter 5: Conclusions and Recommendations

- The findings are discussed in terms of the research problem, conceptual framework, and research questions/hypotheses
- All the relevant conclusions that can be drawn from the analysis of data are identified

- The recommendations for future research and practice are identified and justified
- The learner’s general conclusions are warranted in light of the results and interpretations of the literature that was reviewed.

PUC GRADUATE SCHOOL

EVALUATION FORM FOR MASTER’S LONG ESSAY

This evaluation form is a compulsory part of the evaluation of every Master’s Long Essay. Without a fully filled out form the Long Essay grade will not be processed by the student administration. Grades for Master’s theses will only be processed if all the requirements of the Long Essay seminars have been met.

Name of student: **Student ID Number:**

Programme of Student: **Date of Evaluation:**

Title of the Long Essay:

.....
Name of Examiner:**Status:** (1) Principal or (2) Associate.....

PART A – (70%)

	ALLOCATED MARKS	MARKS AWARDED	REMARKS
Choice and definition of topic	5		
Statement of the problem and objectives	5		
Clearly stated research questions/hypotheses	5		
Use of relevant literature on subject	10		
Methodology and data collection techniques and instruments used	10		
Analysis and presentation of pertinent materials	10		

Recommendations and conclusions with practical applications	10		
Proper format (grammar, spellings etc)	5		
Use of proper reference; footnotes/endnotes	5		
References	5		
Total Marks Awarded	70%		

PART B: LONG ESSAY DEFENSE SCORING SHEET

NAME:

COHORT: **ID NUMBER:**

TOPIC:

SUPERVISOR: **PROGRAMME:**

<i>DESCRIPTION</i>	<i>ALLOCATED MARKS</i>	<i>MARKS AWARDED</i>	<i>REMARKS</i>
Organization of Presentation	5		
Content (quality and thoroughness)	5		
Delivery and Quality of Visual Aids	5		
Courtesy to Audience	1		
Ability to Answer Questions	4		
Ability to Defend Position	6		

Persuasive Impact	4		
Total Marks Awarded	30%		

General comments:

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Grade total marks awarded (Part A + Part B):Grade:

Chairman of Panel:Signature:Date:

NB: The pass mark is 60%