Overview of Research and Research Methodology in Arts and Humanities

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Abstract
Research is an important aspect of academic endeavour. Every student is expected to present a detailed research work, independently carried out by him, through the guidance of his supervisor before graduation. However, majority of these students find it difficult to write their thesis or project because they see the process as cumbersome, complicated and difficult. Therefore, the need to properly explain research concepts and process to the understanding of students and young researchers necessitated this work. Etymologically, research is derived from old French "*recercher*" which means to "search closely" and *"cerchier"* to "explore". In the academic environment such as ours, research is a Scholarly investigation or study of a problem through a systematic and scientific process. The work adopted the descriptive approach of the qualitative research methodology to explain, clarify and simplify the research procedure for proper understanding of students and young researchers.
Keywords: Research, Concepts, Problems, Procedures,

Introduction

The inquisitive nature of human being makes him to be continuously apprehensive, such that he is eager to discover the unknown while probing the known. He is never contended; as he interacts with his environment, he gathers experience which is translated in what he does. He questions authorities and tries to discover why things exist the way they do. This leads him into discovering answers to his worries and problems. In finding these answers, he probes deeper into the status quo. These probing go through a phenomenon. This phenomenon leads him to discover new ideas and knowledge. He reasons, thinks and rethinks (inductively and deductively), combining his interactions and experiences of life to solve and resolve his puzzles. This process of deciding on how to resolve his puzzles is research. However, this procedure/process is not scientific. It has no process and does not follow laid down procedure. It may be regarded as native intelligence or raw research. However, "a scholar, on the other hand, would perhaps begin answering the same question by narrowing the search to trusted sources, collecting a large set of relevant information, analyzing and synthesizing, then finally creating a new definition based on justifiable criteria" (1).

Etymologically, research according to Encarta Dictionary is derived from old French "*recercher*" which means to "search closely" and *"cerchier"* to "explore". In the academic environment such as ours, research is a "Scholarly investigation or study of a problem" (Okpara, 93). Encarta Dictionary further illuminates that "research is an organized study: methodical investigation into a subject in order to discover facts, to establish or revise a theory, or to develop a plan of action based on the facts discovered". Mirza Hasanuzzaman submits that research is a scientific and systematical search for relevant information on a specific topic" Similarly, Syed Muhammad Sajjad Kabir defines research "as a scientific approach of answering a research question, solving a problem or generating new knowledge through a systematic and orderly collection, organization, and analysis of information with an ultimate goal of making the research useful in decision-making" (np).

From the above definitions, it can be deduced that research entails the following:

1. looking for something; may be a problem
2. procedure to solve this problem
3. achievement of the goal; finding solution.

Basically, there are two broad research methodologies namely: qualitative and quantitative. Qualitative is mostly used in the arts and humanities, while quantitative is used in the pure and applied sciences as well as some social sciences depending on the topic of the research and the approach adopted by

the researcher. The third methodology, known as the mixed method is a combination of both qualitative and quantitative methods. Some researchers in the arts and humanities may also use the quantitative or mixed methodology of research particularly when the investigation has numerical data to analyze. All the other forms are approaches to either the quantitative or the qualitative methods.

According to Berg Bruce who quoted Mills, "qualitative procedure provides a means of accessing unquantifiable facts about the actual people researchers observe and talk to or people represented by their personal traces…" (7). Furthermore, Nze F.C., relying on Corbin and Strauss, agreed that qualitative "means any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (81). He further enthused that the major aim of this kind of research is to "gain insight, explore the depth, richness and complexity, inherent in a phenomenon of interest" (81). It focuses on subjective understanding about people, symbols and objects. It probes into what, how, when and where of a thing. The types of qualitative research include; historical (used to trace the origin or beginning as well the development of a phenomenon), sociological (interaction with the society, used to describe, expose or establish the happenings in the society), artistic/literary (relies mainly on intuition, inspiration and imagination and focuses on the written and printed works. It is analytical in nature). The data for qualitative research can be obtained through documented sources, interviews (formal and non-formal), and observation.

Unlike the qualitative research, quantitative design is structured. It is formal, objective and systematic. It uses measurement, statistics questionnaires and computers for the general and interpretation of results. It establishes the relationship between a dependent variable and an independent variable. It is either descriptive or experimental in nature. Descriptive study establishes relationship between variables while experiment establishes casualty-the cause and effect. Analysis of numbers is a strong quality of the quantitative method. It is hard science. Here, sample size is a representative of the population and can easily be replicated. The samples are arranged in tables, charts, graphs, figure and other non-textual forms.

Research Planning

Every successful research is a product of good planning**.** A research plan is a short document, which sets out initial thoughts on a research project in a logical and concise manner. It is a concept paper". Good planning is the bedrock, a pillar or a road map to successful research/thesis writing. Pickton, M. simply calls it "A plan" (3). According to him, research plan "outlines your aims and objectives; your justification for doing the work; how and when you intend to do it; the resources you will need; and what you expect to produce as a result of having completed the work"(3). Concluding, he enthused that "research plan is the blueprint for your project. A well-articulated plan can be referred to again and again, keeping you on track throughout the project and even occasionally reminding you of why you wanted to do the research in the first place"(3).

From the above, it is evident that planning is very vital to the success of any research. It is during the research planning that topics are articulated, problems identified, pertinent questions are raised and attempts at answering the problems made; tentative hypothesis are formulated as a guide. It is this road map that will lead you into investigating what has been done in that area to know how and what to do in your present situation. Cooper E.A, advices that "research must be planned in the context of the facilities available such as material for investigation, experimental equipment, financial support, and expert assistance" (757). These will help the researcher to achieve the objectives of the research.

The planning period is not a straight jacketed thing. It goes front and back and at times may be frustrating. However, the process is flexible, it enables you to take short breaks whenever your interest has waned and offers you an opportunity to revisit and continue from where you stopped. It needs patience and perseverance, courage and above all, interest. There must be a passion for the problem to enable the researcher to forge ahead. A well planned research process, guided by a thorough review of what other scholars have done; their processes and results will in no small measure lead to a happy ending.

ii. Research Problems/ Problems of Study

Problems are articulated during the planning stage. Statement of the problem is the meat of the research. It is the reason for the endeavor, the journey. Parlindungan Pardede, submits that "it is like the foundation of a building to be constructed. To solve a problem someone has to know about the problem" according to him (1). The "problem" is stated in the opening passages of a study and, in effect, provides a reader the rationale for why the study is important and why it is necessary to read. Research problems emanate from an idea, your thoughts or perception about a phenomenon, experience or a problem. They may arise from an encounter; personal experience, reflection or from information you receive but not personally experienced. Again, Pardede cautions that identification of research problem needs a careful observation to determine the following:

(1) a difficulty or deficiency to be overcome;
(2) a condition to be improved upon;
(3) a gap in knowledge that exists in scholarly literature that is to be filled;
(4) a theory that requires meaningful understanding; or
(5) a body of knowledge or views held in different clime that requires validation or confirmation for local application, professional researchers could easily recognize suitable problem to study.

Nixton Muganda further submits that research problems exist because there is "a gap between the current state (of an organizational procedure, system, sub-system, process, etc.) and a desired state" and for a researcher, it is only when this gap is identified, that it becomes a research problem. He defines research problem as any organizational situation where a gap exists between the actual existing situation and the desired state" (10). According to him, "it is this gap that is conceptualized as a research problem" which must be stated in "a clear and concise statement of the question or issue with the goal of finding a solution or answer" (10).

What this means is that every research effort must strive to find solutions to the problem it is investigating, otherwise, it will be a fruitless exercise.

From the above, it is evident that research is undertaken because there is a problem to be solved. Therefore, statement of a research problem is a vital foundation; a taproot for the work to rest. It is the centrifugal because everything in the research process will revolve around the stated problem. Consequently, research problems should be clearly stated in an unambiguous language without assuming that your reader should know what you are talking about.

Research problem(s) are made easy after extensive review of related literature. It is after the literature review that the researcher will notice some gaps, lacunas or some hasty conclusions in some of the works reviewed. The researcher then begins to search more through raising or asking pertinent questions about the way or manner such research was handled or concluded. Some of the questions raised may have immediate answers leading to their being answered or clarified while some may not, leading to making some assumptions or propagating some hypothesis. The more passionate or sensitive you are to a problem, the more the urge to produce solution arises.

It is at this stage that proper clarification of the problems becomes pertinent. What to solve- the problem, the nature of the problem and circumstances that gave rise to the problem are clearly sorted out and redefined before the solution follows. With clear vision, a starting point for the investigation has been initiated. Isolation of all irrelevant points, clarifying of issues surrounding the problem is made. This will lead to the statement of the problem in an unambiguous and clear sentence.

The above shows that research is a process which is in line with the submission of Ekrem Bahçekapili, Tuğba Bahçekapili, Semra FişErümit, et al, that research problems "are formed after a certain process. This process starts with defining a research topic and transforms into a specific research problem or hypothesis" (1). This forms a rough, unclear idea/motive about what you'll intend to do. To make it clearer, you need to turn the idea into a question to be solved. A problem that you must seek answers to. You therefore begin from turning your idea to a problem statement with accompanying questions (research questions) which you must solve.

Research Questions

Research question is the first active step a researcher takes after identifying a problem. That is, research questions may be said to be an off-shoot of the statement of problem. They are questions the researcher raises which acts as a guide leading to the formulation of hypothesis. Research questions are also known as hypothesis in question form. According to https://socialresaerchmethods.net, there are three types of research questions, namely: descriptive, relational and casual research questions. Descriptive questions are raised when a study tries to describe a phenomenon or tries to find out the different opinions of people while relational questions deals with when a study is interested in the relationship between two or more variables or when we compare the differences or outcome between two variables; a casual research question seeks to determine whether one or more variables causes or affects one or more outcome variable. It is imperative that you avoid yes or no questions when framing your research questions. According to Kowalczyk the following are basic steps necessary towards writing a good research question:

i. specify your specific concern or issue
ii. decide what you want to know about the specific concern or issue
iii. turn what you want to know and the specific concern into a question
iv. ensure that the question is answerable
v. check to make sure the question is not too broad or too narrow

iii. Research Topic(s)

The research topic is the light that leads you through the darkness of your work. It is a summary of the main idea of your work. It is like a topic sentence in a paragraph. It lets your reader into your work. It informs your reader about your work. A research topic could begin with your wired idea. At the initial stage, your topic could be controversial, incoherent and greatly misunderstood by many. Extensive literature review is very important in the formation of research topic. According to Junaid Bhatti, Umbreen Akhtar, Syed Ahsan Raza, Kiran Ejaz "anyone who wishes to embark on research should at first keep abreast of the literature regarding the field in which he or she is planning the research" (184).

Research topics are prone to fine tuning and readjustments even at the point of final defense. Adhikari G. R. advises that "creative thinking is needed to generate new, original and unique ideas" (27). Ogum G.E.O. suggested two major stages that will aid a researcher to fashion his topic. According to him in "stage 1- the student is directed to read as many as twenty to thirty already completed research topics" (22), because as they register in the student's sub-conscious, he will understand "how a good topic sounds"(22). The second stage entails formulating about three to five topics from the familiar topics which are copied from the materials in stage one. To overcome the challenges of fashioning research topic, Adhikari further recommends that researchers should:

> Conduct literature review to determine what is known and what is not known and the areas that need additional research. Carefully look through "Recommendations for future research" and 'Limitations' sections of dissertations and review articles published in scholarly journals" … Attend as many viva voce as possible because the discussions that occur during a dissertation's oral defense may open up the eyes for potential topics… Organise some brainstorming sessions in a group of 4-6 knowledgeable people and ponder on the ideas generated (27).

Research Outline

Generally, a cursory look at most undergraduate and post graduate research outline for project and thesis writing in the Faculty of Arts, Nnamdi Azikiwe University Awka, is broadly stated along the following pattern but it can be altered by some institutions;

1. Cover page
2. The Preliminary Pages
3. Background to the Study/ Introduction
4. Review of Related Literature
5. Methodology

6. Discussion of Results
7. Summary, Conclusion and Recommendation

a. Cover Page

This is the first sight a reader beholds of a finished project and thesis. The colour of the cover page is determined by the department, faculty or school. It contains the topic of the essay, project or dissertation, name of the student, registration number, department, faculty, school and date. The cover page is not numbered.

THE USE OF THE MASS MEDIA IN TEACHING ENGLISH LANGUAGE IN THREE SECONDARY SCHOOLS IN AWKA SOUTH LOCAL GOVERNMENT AREA, ANAMBRA STATE.
BY
8.
OKEKE, OGBONNA OGBONNAYA
REG. NO. 2014107002

A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF THEATRE AND FILM STUDIES, FACULTY OF ARTS, NNAMDI AZIKIWE UNIVERSITY, AWKA, ANAMBRA STATE.
9.
DECEMBER, 2017

b. The Preliminary Pages

Following the cover page are the preliminary pages. It may contain eight or more sub sections. These are the pages before the main work. The pagination is in Roman numerals (i, ii, iii. iv). It is made up of the following:

10. Title page
11. Certification page
12. Dedication page
13. Acknowledgement page
14. List of tables
15. List of figures
16. List of plates
17. Abstract page

i. Title Page:

The title page opens the preliminary pages. This is the page where the title of the work is written. The title page is similar to the cover page but with slight difference. The reason for the project is now added, which may be in partial fulfillment for the degree in view (diploma, first degree, masters or Ph.D). The order of title page is as follows:

i. the topic of the essay, project or dissertation,
ii. name of the student,
iii. registration number,
iv. the reason for the work,
v. the school or department where the work is submitted
vi. the degree the researcher is aiming at and date. For example: a research project submitted to the Department of Theatre and Film Studies, Nnamdi Azikiwe University, Awka in partial fulfillment of the requirements for the award of a Bachelor of Arts. Everything in the title page must be in capital letters as represented below:

THE USE OF THE MASS MEDIA IN TEACHING ENGLISH LANGUAGE IN THREE SECONDARY SCHOOLS IN AWKA SOUTH LOCAL GOVERNMENT AREA, ANAMBRA STATE.

BY

OKEKE, OGBONNA OGBONNAYA
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A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF THEATRE AND FILM STUDIES, FACULTY OF ARTS, NNAMDI AZIKIWE UNIVERSITY, AWKA IN PARTIAL FULFILMENT FOR THE AWARD OF B.A DEGREE IN THEATRE AND FILM STUDIES.

DECEMBER, 2017

a. Certification Page

This page comes after the title page. It is also known as the copy write page, meant to ascertain the originality of the work. It is like an oath taking where the writer affirms, acknowledges or accepts that the work is his own and not copied from anywhere. This is also where the supervisor(s) and head of department and all other officers who have supervised the work will append their signatures to support and authenticate the claim of the researcher.

It has to be stated and noted that they append their signatures only relying on the researcher's commitment that he has not plagiarized the work. However, if at any point, it was discovered that the researcher copied the work(s) of others without due acknowledgement, their signatures are withdrawn and the work is cancelled, the certificate withdrawn and the researcher is subsequently punished.

b. Dedication page

This is the page set aside for somebody whom the researcher holds in very high regard or esteem and who may have contributed or impacted immensely in one way or the other to the success of the research and the researcher. Some may prefer to first dedicate the work to God Almighty for His guidance and favour before any mortal being. However, others may still prefer to dedicate it to the memory of their parents, friends or well wishers. Whichever option a researcher chooses, it is an appreciation in remembrance of a good deed to the researcher.

c. Acknowledgment Page

This page is also known as appreciation page where the researcher thanks all those who contributed in one way or the other towards the success of the research work. As a mark of respect, the researcher starts with thanking his project supervisor, head of department, dean of faculty, departmental staff who helped, his family members starting with his immediate family-parents, siblings, cousins, friend and associates. It is advised that it should not exceed one page. The student may or may not affix his name at the end of the acknowledgements.

d. Table of Contents

This page is very vital to your research work. It contains all the chapters, sections or divisions of your work with first level headers. Without much variation from some schools, faculties and departments, the content page is usually the fifth item of your research work. It comes after the certification page, dedication and acknowledgement pages. It is detailed as it carries the page numbers of your entire sub headings and guides your reader towards a review of your research work.

e. List of Tables

This involves the listing of all the tables, table numbers, title of tables and their pages used in the work. It is important to arrange them serially, taking adequate care not to misplace or mistake one table for another.

f. List of Figures

This is very similar to the list of tables above. However, list of figures contains diagrams, graphs, sketches, maps, drawings used by the researcher. The titles and pages are also to be carefully written out.

g. List of Plates

Here all the pictures found in the work are noted, their pages clearly written out accordingly as Plate 1, Plate 2, Plate 3.

h. Abstract

It is an important aspect of your research work. It is an overview and general discussion of your whole work, usually between 50-300 words. It is not a summary of your work. Although it is placed at the beginning of the research paper, it is usually written last when the work must have been completed and in present tense. It is advisable that frivolities be avoided when writing abstract. They are typed in a single space format, in one block. An abstract must contain the following:

i. The overall purpose of the study and the research problem.
ii. The theoretical frame work culminating in the theory
iii. The research process, that is your methodology
iv. Data analysis (procedures and interpretations)
v. Major findings or results examined in the study
vi. Conclusion and recommendations

vi. Background to the Study/ Introduction

This is the first page of your main work, after the preliminary pages. It serves as an opener to the bottled food which you are about to serve. An introduction welcomes the reader to the study. The research problem(s) and methodological approach adopted by the researcher must be clearly stated. It is regarded as a map to the study. The opening paragraph must be clear and concise because it may either interest a reader so that he continues reading to the end or turns him off, that he drops the paper. Berg suggests that "you might use a starting finding from the research, suggest some interesting problem from literature or relate some relevant recent news events" (273). This will keep the interest of your reader alive and make your work interesting to read.

Background to the Study/ Introduction establishes the context and significance of the research. It must be related to topic of your research as it exposes and introduces your work to the reader. After extensively reviewing related literatures, your background to the study reveals your focus. It unveils from which point you intend to tackle the problem. It is titled background of the study because you are expected to expose the background information in respect of the problem you have presented.

Background to the study reflects the introduction of the problem you intend to solve. Therefore, your background of the study/introduction welcomes your reader and should provide adequate information of the topic understudy and prepares the reader through availing him of background information as to understand the other sections of the research/ work. The researcher should be specific and avoid being ambiguous. It must cover all the key concepts of your topic to give it enough dept. It is your chapter one. Arabic numerals are used for the pagination (1,2,3,4).

vii. Aim and Objectives of the Study

There is one principal aim of study to be accomplished and general objectives which are means to achieving your aim of study. Aim of study clearly means the reason or purpose for the research. What do you hope to achieve? Morenike Oluwatoyin Folayan agrees that the aim of study "is about what you hope to do, the overall intention in the project. It is what and/or where you intend to be by the end of the project... the reason for conducting the research" (4). This is further accentuated by David R. and Ian Hodges where they corroborate that "research aim usually refers to the main goal or overarching purpose of a research project" (38). They further advice that "Sentences stating the aim of a project are usually quite brief and to the point. An example is: Aim: To investigate factors associated with partner violence" (38).

Objectives of the study facilitate the actualization of the aim of study. Again, Folayan submits that objectives of study "are usually more than one, are the specific steps you will take to achieve your aim. This is where you make the project tangible by saying how you are going to go about it" (4). In formulating good objectives, she advises that:

- Study objectives need to be SMART

- With **S**pecificity, there is clarity about what needs to be done
- When **M**easureable, the right study design can be determined
- When **A**chievable, the variables can be measured
- With appropriate study design, study is **R**eliable
- When it is **T**ime bound, the study can be finite
- SMART objective(s) respects the principle of beneficence (5)

Furthermore, some pertinent questions like: of what benefit will all your efforts be? Who are to benefit from your research? Will your research help in solving existing problem and to what extent will that be? Need to be interrogated to help a researcher to properly articulate and strategize on how to accomplish his aim and objectives.

viii. Research Hypothesis

According to Encarta Dictionary, Hypothesis, is a "preliminary assumption or tentative explanation that accounts for a set of facts, taken to be true for the purpose of investigation and testing; a theory" (np). It is a tentative proposition in testable form whose validity is unknown and predicts a particular relationship between two or more variables. Hypothesis can also be said to be an intuitive feeling about something, a hunch, or guess that aids a researcher in untying the knots or helping him to resolve research problems. It is therefore a major step in the research process as it assists the researcher to answer some research questions. However, not every research will need a hypothesis. Some will make do with only research questions while some may require both.

In any case, it is important that adequate care is taken when formulating a research hypothesis as it will not only provide focus for the study but also clarify the problem of the study as well as enhance the aim and objectives of the study. It will further direct the researcher on the specific area to concentrate and help in streamlining the data to be collected and analyzed. It is advised that hypothesis be stated in a simple, clear language devoid of ambiguity and must be verifiable.

Umar Faroog submits that there are seven types of hypothesis namely: simple, complex, empirical, alternative, logical and statistical hypothesis. They shall be discussed in details.

i. Simple hypothesis: this is when a researcher is looking at the relationship between two variables known as dependent and independent variables; cause and effect, where the cause of one problem has a consequence. E.g. lack of preparation for an exam leads to poor performance/ failure.

ii. Complex hypothesis: here, there are more than one cause/ dependent variable resulting to more effects/independent variables. In other words, there are causes and effects in a phenomenon. E.g. Smoking and other drugs leads to cancer, tension and chest infections. Here the independent variables lead to complicated effect.

iii. Empirical hypothesis: it is regarded as an assumption to be tested. Until the statement or assumption is tested, it becomes an empirical or working hypothesis.

iv. Null hypothesis: also known as hypothesis of no difference, null hypothesis is a contrary statement to the positive statement. That is, it opposes the statement of the working hypothesis as it is principally formulated to disprove the working hypothesis. The rejection of a null hypothesis by a researcher proves the working hypothesis. Null hypothesis is usually denoted by HO. It can also be said to be the opposite of simple or complex hypothesis.

v. Alternative hypothesis is derived from the meaning of the word "alternative" which gives the researcher the privilege of choosing from among the hypotheses he has formulated. It is the choice you make from among the hypotheses you have proposed which is more workable and most efficient. Alternate hypothesis is usually denoted by H01, H02, H03, H04, H05.

vi. Logical hypothesis is the type of hypothesis which is verified logically to show the degree of agreement and disagreement.

vii. Statistical hypothesis is the type that can be verified statistically.

ix. Significance of the Study

Of what importance or significance will your study be to the society? Significance of the study outlines the benefits, effects or impact of your study. That is the justification or reason for the study. The why of the study? Your ability to clearly state the significance of the study you are embarking on underscores that you understand the topic you are investigating as it answers the question, reason or rationale for embarking on the research. It will further help to convince some skeptical member of the public that the effort is worthwhile as well as help in securing funding for the research if it is clearly and explicitly stated.

x. Scope/ Limitations/ delimitation of the study

Scope is the range covered; that is the range covered by an activity, subject, or topic or research. In research, the scope specifies the extent the study will probe or tackle to realize the research objectives. The scope also specifies the boundary of the research. It must not too narrow or too broad. Delimitation of a study is the narrowed scope. The boundaries you have set for the research. That is bringing or narrowing down your topic to the best manageable scope. While limitation of study connotes what you could not do. Limitation of the study enables the researcher to concede areas he will not be able to cover and briefly states why. It has nothing to do with time for the research or lack of fund as most people assume.

xi. Definition of Terms

This is where commonly used terms, words, concepts in the research are explained. This definition(s) must be in the context for which the word is used in the work and not the literal meaning. There is no need to quote dictionary meaning of words, concepts or even authorities/ scholars here. It is a simple explanation of the words or concepts as they are used or related to your work.

Theoretical Framework

Theoretical framework acts as a guide in research writing. Every research must have either a theoretical or conceptual framework. Theoretical framework must be based on existing theory. Theoretical framework helps to validate research findings and makes it to be generally accepted. It must be related to the research topic because it acts as a foundation upon which the new work will stand. It is compulsory in quantitative research. According to Akintola Akintoye, theoretical framework "refers to the theory (ies) that a researcher chooses to guide him/her in his/her research. It is the application of a theory or a set of concepts drawn from one and the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem"(2). Akintoye further enumerates the important functions of theoretical framework as:

- To provide the organization for the study
- To test theories
- To make research findings meaningful and generalizable
- To establish orderly connections between observations and facts.
- To guide the researcher in the interpretations of the results.
- To predict and control situations
- To stimulate research (3)

These functions are further accentuated by Dickson Adom, Emad Hussein and Adu-Agyem Joe who quoted Grant and Osanloo where they posited that theoretical framework "provides the structure in showing how a researcher defines his/her study philosophically, epistemologically, methodology and analytically" (438). They conclude that theoretical framework guides and should resonate with every aspect of the research process from definition of the problem, literature survey, methodology, presentation and discussing of findings as well as the conclusions that are drawn. They further quoted Eisenhart who opined that "theoretical framework helps the researcher in considering alternative theories that might challenge his or her perspective, thereby enriching the strengths of the study"(438). From the above, it evident that theoretical framework is like a pillar where the work rests.

Conceptual Framework

Microsoft Encarta dictionary defines a concept as something that somebody has taught up or that somebody might be able to imagine, an idea; it is also an explanation or summary or the overall goals

or nature of a product. Conceptual framework according to Peshkin in Adom et al, "is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher "(439). Akintoye sees it as "an end result of bringing together a number of related concepts to explain or predict a given event, or give a broader understanding of the phenomenon of interest – or simply, of a research problem"(3) Again, Liehr & Smith in Adom et al opine that "conceptual framework presents an integrated way of looking at a problem under study". This is because, related or interconnected ideas which are vital in explaining the research problem are sequentially brought together in a logical design. Most often, theories are deduced from conceptual framework.

Akintoye agrees that many aspects of the different theoretical perspectives are brought together in the conceptual framework and that conceptual frameworks are located in both qualitative and quantitative research paradigms. He submits that conceptual framework helps to:

- To clarify concepts and propose relationships among the concepts in a study.
- To provide a context for interpreting the study findings.
- To explain observations
- To encourage theory development that is useful to practice (3).

Differences between Conceptual Framework and Theoretical Framework

Theoretical Framework	**Conceptual Framework**
It provides a general or broader set of ideas within which a study belongs.	It refers to specific or narrower ideas a researcher utilizes in his/her study.
It is based on existing theory/theories in the literature which has been tested and validated by other scholars.	It is based on the concepts which are the main variables in a study.
It is in the form of a model that pivots a study, with its exponents and the results of their studies.	It is a researcher's own constructed model that s/he uses to explain the relationship that exists between the main variables in his/her study. It can also be an adaptation of a model in an existing theory which a researcher adapts to suit his/her research purpose.
It is well developed, designed and accepted.	Its design is not accepted, but it's a proposal of the researcher's answer to the research problem s/he has defined.
It offers a focal point for approaching the unknown research in a specific field of inquiry.	It is the framework that shows logically how the research inquiry is to be undertaken.
It consists of theories that seem interrelated with their propositions deduced.	It consists of concepts interconnected to explain the relationships between them and how the researcher asserts to answer the research problem defined
It is used to test theories, to predict and control the situations within the context of a research inquiry.	It is aimed at encouraging the development of a theory that would be useful to practitioners in the field.

Source: www. Researchgate.net

Literature Review

As the name implies, it is a review of books, scholarly articles, dissertations, monographs, and journals etc. that are related to the research topic, theory. They are to be critically evaluated in relation to the research problems being investigated. Areas to be reviewed must be directly related to the research study. Literature reviews will combine summary and synthesis of the information as well as describe the relationship of your work to the literatures you are reviewing. While reading, it is important to note the problem investigated and major variables as well as how they affect the outcome/result of the study,

research procedure adopted, summary, conclusion and recommendations made by the scholar. Endeavour to observe the gaps, strength and weaknesses of the literature being reviewed. It is also important to provide areas of agreement.

Methodology

Methodology section simply requires the researcher to state how the research was carried out or accomplished. Therefore, this section requires you to answer two basic questions. How the data was generated, gathered, collected and how it was analyzed.

Berg suggests that "the simplest most forward way to write up the methodology section is to imagine explaining the process to a friend" (275) which are similar to telling a story. Avoid ambiguous and bogus statement and use past tense while writing your methodology. Clearly, provide enough information on the method to permit replication of your method by other researchers. Ideally, your methodology should follow a procedure showing clearly the following steps: the research method adopted, sources of data collection, population of the study, sample size and techniques, instruments and methods of data collection validity and reliability of the instrument.

Data Analysis and Discussion

The results of the findings of the investigation are carefully analyzed in a logical sequence and must be centered on the variables, the cause and effect of the issue you investigated. Here, you are proving nothing but to confirm or reject your hypothesis. The size of your finding is dependent upon the data you are reporting and must eliminate irrelevances. You may choose to present your synopsis and later explanation or present them in sections with their explanations. You may be systematic in describing your result and use past tense when referring to the result. This is because you have finished the investigation and is now reporting what you found out.

You must be factual in the reportage of your result. Avoid discussing or interpreting your results except when or where you decide to combine the results with the discussion section. In that case, it has to be dearly stated as a subheading and two separate sections created for the purpose of result and discussion.

Discussion

However, if you choose not to combine both sections, then this section should concern itself with the interpretation and description of the importance of the research you have carried out. This is where your research contributes to knowledge as it exposes how you have solved your research problem as to fill the vacuum or gap in the area as well as engage the reader in thinking about your work. Again you must be concise, avoid being repetitive or verbose or use of jargons. Be logical in your submission and organize your discussion from the general to the specific. You may relate your discussion and finding to similar studies, theory and practice and make suggestions for further research/studies. Do not assume that your research is the end point.

Summary/Conclusion

This is usually the last chapter of your work. The summary of your research must be short and snappy and contain the aims, objectives, methodology and your result while your conclusion is not a summary of your work but a combination of important points in your study. In conclusion, you are simply restating the importance of your study, the result. It must not be more than three paragraphs but it is advisable that a concise, simple, straight to the point conclusion be adhered to. Your contribution(s) to knowledge is to be clearly stated here in a clear and unambiguous language if you don't have a separate sub heading for it.

Citations/ Documentation/Appendices

This is simply referring to the sources you have consulted in the course of your research. It is a reference to both published and unpublished sources used in the research. It shows the author (who), the book (where) and publication date (when) of the important information you are quoting, summarizing, paraphrasing is derived from. It is a very important aspect of your research as it helps to authenticate

your work and prevent you from plagiarism. Lester warns that "plagiarism (purposely using another person's writing as your own) is a serious breach of ethics…avoid any deliberate effort to deceive instructors and other readers of your research work"(138).

Furthermore, proper citation enables readers to grade your work, and attests that you have appropriately reviewed existing and related literatures in your area of study. The reviewed literatures carefully documented in your citation page(s) will further support and strengthen your argument. Avoid using antiquated sources and try to be current. Ideas are dynamic. Therefore, use recently published books of not more than ten years of publication.

A number of styles texts are available for the researcher but may depend upon the one selected for your discipline by the school authority. The most popular ones are the Modern Language Association (MLA) and the American Psychological Association (APA). Others include American Sociological Association (ASA), Oxford and Harvard styles. Whichever style the researcher chooses, it is important to be consistent and do not use two styles at a time.

Appendices

Encarta dictionary defines it as a collection of documents at the end of a book or document. Your appendices come after the citation/documentation page and should contain samples of the letters of authorization from your supervisor, sample of questionnaires, photographs used in the research, specimen, computer print outs, raw data and all other documents that will prove that you actually conducted the research.

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