



PACIFIC INTERCONTINENTAL COLLEGE
Transnational Education Provider



Handbook for Writing Thesis and Dissertation: A Simplified

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AMB/AIP22

Thesis/Dissertation Writing Requirements and Guidelines

Introduction

The purpose of this handbook is to provide students' guidance that will find valuable pointers on how to write the different parts of their thesis or dissertation as well as information on the defense process.

The Pacific InterContinental College (PIC) expects students to produce original research papers that manifest their ability to undertake and present quality paper that will contribute to the advancement of knowledge in their fields of study.

In writing a thesis or dissertations, students shall comply with the standards set by the PIC. They are responsible for consulting the Office regarding the requirements for writing their manuscripts and are discouraged from just following the format of another thesis or dissertation.

Thesis/Dissertation Enrollment

First enrollment in Thesis/Dissertation Writing is valid for one school year (two semesters and one summer). However, students have to enroll for residency on the second and third terms (semester and summer). Students who are unable to defend orally their thesis within the three-term period have to enroll thesis writing again if they wish to have their proposal or final defense. No enrollment means no thesis advising and oral defense.

Students enrolled in Seminar in Thesis Writing/Thesis Writing are required to attend a seminar on such topics as choosing a research topic, writing the introduction, reviewing related literature, documenting sources and other related topics.

Thesis/Dissertation Committee Member

1. Thesis Committee Member for Master's Student

Composition: Thesis committee is composed of **4** panel members: **1** thesis advisor and **3** panel members. At least **2** panel members should be from candidate's department or school.

1.1. Thesis Advisor

- *Eligibility:* PIC faculty member who has been approved to direct theses
- *Responsibilities:*
 - 1) Nominate **3** other panel members to committee member coordinator

- 2) Guide student writing a thesis, and review and evaluate student's thesis
- 3) Manage other panel members to fully engage in pre-oral and oral defense.

1.2. Other Panel Member

- *Eligibility:* University faculty member
- *Responsibilities:*
 - 1) Actively participate in pre-oral and oral defense
 - 2) Review and evaluate student's thesis

2. Dissertation Committee Member for Ph.D. Student

Composition: Dissertation committee is composed of **5** panel members: **1** dissertation advisor and **4** panel members. At least **3** panel members should be from candidate's department or school.

2.1. Dissertation Advisor

- *Eligibility:* PIC faculty member who has been approved to direct dissertations
- *Responsibilities:*
 - 1) Nominate **4** other panel members to committee member coordinator
 - 2) Guide student writing a dissertation, and review and evaluate student's dissertation
 - 3) Manage other panel members to fully engage in pre-oral and oral defense.

2.2. Other Panel Member

- *Eligibility:* University faculty member
- *Responsibilities:*
 - 1) Actively participate in pre-oral and oral defense
 - 2) Review and evaluate student's thesis

3. Committee Member Coordinator

- *Eligibility:* A member of PIC Academic Office
- *Responsibilities:*

- 1) Appoint appropriate thesis and dissertation advisor for students who took comprehensive exam.
- 2) Review eligibilities of potential "other panel members" nominated by thesis/dissertation advisor. Carefully review their conflict of interest with student. ("other panel members" refer to panel members who are not a thesis/dissertation advisor)
- 3) Appoint appropriate "other panel members" based on thesis/dissertation advisor's nomination.
- 4) Monitor and control all procedures and activities related to thesis/dissertation committee including comprehensive exam, pre-oral defense, final oral defense, and establishing committee member.

Thesis/Dissertation Review Panel

The role of the panel of examiners is to determine if the following are satisfactorily complied with:

1. The problem raised is systematically investigated, observing the correct research methodology and relevant techniques in the field of research supported by empirical/verifiable information and thorough review of related literature.
2. The output of the study yields relevant and functional outputs that would contribute to the wealth of experience of educators/readers.
3. The researcher managed to demonstrate competence to defend his/her thesis/dissertation on the basis of sound criteria.

Thesis/Dissertation Advising Guidelines

The PIC acknowledges the importance of developing its students to their fullest potential. It also recognizes the significant role of the faculty and administrators in assisting them in their pursuit of a graduate degree.

As an integral part of graduate education, research training requires clear direction in order to equip PIC students with skills necessary for the completion of their final academic requirement. Consistent with the thrust of the College, the guidelines in the Handbook aim to improve the quality of research output and interactions among students, faculty, and administrators. These are the following:

1. An adviser is assigned after a successful Topic Defense during his/her enrollment in Seminar in Thesis/Dissertation Writing.
2. Advising may be done face-to-face or through e-mail.
3. Proofreading is not part of the adviser's task. An editor is assigned after the final oral defense.

4. Consultation time (face-to-face) is prepared by the adviser taking into consideration the availability of the student.
5. Administrative concerns like defense fees, editing, and other related matters (e.g. change of adviser) are directed to the PIC.
6. Responsibilities of the adviser include:
 - 6.1. Providing direction to student for writing the paper;
 - 6.2. Guiding the student in areas where the student finds difficulty and giving, encouragement to boost the student's confidence;
 - 6.3. Evaluating student's work objectively, explaining the strengths and weaknesses of the paper;
 - 6.4. Knowing the student's research needs;
 - 6.5. Making oneself available during advising appointments;
 - 6.6. Keeping a record of all meetings related to advising;
 - 6.7. Monitoring the advisee's progress;
 - 6.8. Determining the readiness of the student for proposal and final defense;
 - 6.9. Helping the student during decision making on related academic matters; and
 - 6.10. Making the advisee aware of his/her expectations.
7. Responsibilities of the student include:
 - 7.1. Understanding his research needs and doing his own initiatives to meet them;
 - 7.2. Knowing and meeting the expectations of the adviser;
 - 7.3. Being on time during advising appointments;
 - 7.4. Keeping in mind that the adviser has other responsibilities and time commitments; hence, seeing the adviser only at the appointed time must be observed;
 - 7.5. Keeping the adviser informed of his/her progress;
 - 7.6. Keeping with/Following adviser's recommendations;
 - 7.7. Being open to critique on the written work and other matters related to advising;
- 7.8. Maintaining professionalism at all times as reflected in one's language and actions;
 - 7.9. Understanding fully that the adviser's task is simply to guide/advise/set direction that it is the student's task to write the paper; and
 - 7.10. Knowing fully that that thesis writing is his/her own responsibility.

While the adviser willingly extends help during the process, the success of advising relies to a great extent on the student's awareness of his/her role as advisee on his/her and strong desire to meet one's personal goals.

Change of Thesis/Dissertation Adviser

Though change of thesis/dissertation adviser is not a common practice, in extreme cases this may be allowed. The following procedures are observed:

1. The candidate writes a formal letter addressed to the PIC requesting for a change of adviser and stating the reasons or justifications for the said request. If the reasons are deemed valid, the PIC sends copy of the letter to the adviser.
2. The adviser receives and signs the copy of the letter and returns it to the PIC Office for confirmation.
3. The PIC, with the approval of the Dean, assigns a new adviser based on the guidelines. The PIC sends a letter of appointment to the new adviser.
4. The new adviser signs the appointment form and returns it to the PIC office.

Note: Change of adviser automatically means change of research topic.

Statistician

A statistician may be invited during the proposal defense in order to give direction to the statistical treatment of the data to be gathered. The thesis adviser determines the need for a statistician in the study. Students have the rights to choose statistician based on their expertise.

Procedures to Establish a Thesis/Dissertation Committee

1. Student takes comprehensive exam.
2. Committee member coordinator appoints a thesis/dissertation advisor for student who took comprehensive exam.
3. A thesis/dissertation advisor nominates other panel members to committee member coordinator.
4. Committee member coordinator reviews eligibilities of nominated panel members and their conflict of interest with student.
5. Committee member coordinator appoints successful panel member candidates.

Oral Presentations

There are three oral presentations that a thesis/dissertation writer undergoes:

1. *Topic Presentation*

The purpose of the topic presentation is to determine the research ability of the research topic and to provide guidance to the thesis writer in the early stage of research writing.

The student prepares and submits the Research Proposal Summary Matrix to the PIC Faculty handling the subject and may submit up to three (3) topics. The research topic/s is/are evaluated by the faculty handling the research class. A review of at least five related studies published within the last ten years is required for each topic.

Upon approval of the topic, the student prepares for the topic presentation. The paper contains the following parts: Introduction (Background of the Study, Statement of the Problem, Theoretical/Conceptual Framework) and Methodology. Also the student needs to prepare the following documents in order to apply for Proposal Defense:

- 1.1. Approved Application form for Proposal Defense
- 1.2. Proof of completion of comprehensive exam (Certification)
- 1.3. Payment of Proposal Defense (Official Receipt)

2. *Proposal Defense*


The student gets endorsement from his/her thesis adviser. Soft copy and one hard copy of the paper are then submitted to the PIC for checking of format and documentation. Upon approval, the student submits five hard copies to the PIC Office at least ten days before the schedule. Each copy contains the following:

- 2.1. Cover page
- 2.2. Introduction (Background of the Study, Statement of the Problem, Theoretical/Conceptual Framework)
- 2.3. Methodology
- 2.4. References
- 2.5. Attachment (Result of pilot testing of the study- if applicable)


After the defense, the student revises the paper based on the list of recommendations/comments given by the panel in consultation with his/her

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<i>A 'LIST OF FIGURES' must be provided if there are more than three figures. Otherwise, this is included in the List of Tables.</i>	

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Chapter 1 Format

This chapter includes the background information about the problem at hand. The introduction of a thesis should show that the author is familiar with the literature by developing a comprehensive background of the study.



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CHAPTER 1
The Problem and Its Background

Introduction
Theoretical Framework
Conceptual Framework

INPUT **PROCESS** **OUTPUT**

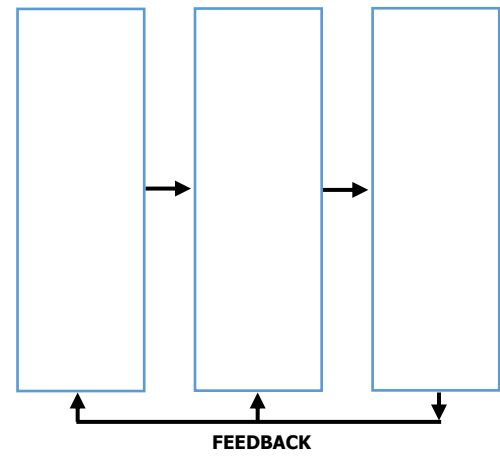



Figure 1. Conceptual framework of the study

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Chapter 1 Format, continued



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Statement of the Problem

The study aims to assess the integration and use of computers in teaching in selected state higher learning institutions in the National Capital Region.

Specifically, it seeks to answer the following questions:

1. What is the status of the integration and use of computers in teaching in selected state higher learning institutions in the National Capital Region as perceived by faculty and student-respondents?

Hypothesis

This study hypothesizes that there is no significant difference in the assessment of the two group respondents on the integration and use of computers in selected state higher institutions in the National Capital Region

Scope and Limitation of the Study

The scope of the study covers . . .

On the other hand, this study is limited by . . .

Significance of the Study

Cognizant of the growing problem of stress, this study will be significant to the following:

Students. They will develop more understanding on the significance of various adjustment mechanisms to resolve and overcome their stresses.


Definition of Terms

The following terms are defined operationally and lexically to provide a common frame of reference:

Adolescence is the "stage of development between childhood and adulthood that is bounded by the advent of puberty and the capacity ...

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Chapter 2 Format

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CHAPTER 2
Review of Related Literature and Studies

Local Literature

Foreign Literature

Local Studies


Foreign Studies

Synthesis of Related Literature and Studies

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Chapter 3 Format

This chapter presents the research design, population and sampling, respondents/participants of the study, research instruments, data gathering procedure, and statistical tools employed in the treatment.

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CHAPTER 3
Methodology

Research Design
(Discuss the rationale for using the research method and identify authoritative sources)

Population and Sampling

Table 1
Distribution of Respondents as to Undergraduate Programs

	Population	Sample	Percentage
Accountancy	700	140	20
Engineering	600	120	20
Nursing	1000	200	20
Total	2300	460	20

It can be gleaned from this table that . . .

Respondents of the Study

Research Instrument

Data Gathering Procedures


Statistical Treatment of Data

Note: Follow the above format for all tables.

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Chapter 4 Format

Chapter 4 Format, continued


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CHAPTER 4

Presentation, Analysis, and Interpretation of Data

Sub-problem No. 1. What is the extent of implementation of the Cooperative Education program as assessed by the three groups of respondents in terms of:

1.1 Personnel Capability

Table 2

Extent of Implementation of Cooperative Education as to Personnel Capability

Criteria	Weighted Mean	Verbal Interpretation
Composite Weighted Mean		

As shown in the table, the

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Table 2, continued


Criteria	Weighted Mean	Verbal Interpretation
Composite Weighted Mean		

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Chapter 5 Format

This chapter presents the answers to the specific problems earlier raised in the study. The headings are topics based on the questions raised in the study. Thus, instead of using questions, the topical form is used. Citations are required as support to the findings and interpretation.

Conclusion and recommendations are written as part of this section in a paragraph form.



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CHAPTER 5

Summary, Conclusions, and Recommendations

Summary

The salient findings of the study are as follows:

1. On the extent of implementation of the Cooperative Education program as assessed by the three groups of respondents in terms of:

1.1 Personnel Capability

This was assessed. . .

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The Cooperative Education is . . .


Recommendations

Based on the findings and conclusions presented, the following recommendations are suggested:

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References Format

This part contains all sources cited in the study. Only works that appear in the text are included, which means that the in-text citations should match the reference list. There are no headings. All the sources are arranged in alphabetical order. The American Psychological Association (APA) format (6th edition) is used in the documentation of sources.



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Cover Page Format

**LEVEL OF IMPLEMENTATION ON SCHOOL-BASED
MANAGEMENT: BASIS FOR A PROPOSED
ACTION PLAN**

A Master's Thesis
Presented to
the Faculty of the
Pacific InterContinental College
Las Piñas City
Philippines

In Partial Fulfillment
Of the Requirements to the Degree
Master of Arts in Educational Management

YVETTE B. SANTOS

March 2015

Thesis/Dissertation Spine Format

This part contains all sources cited in the study. Only works that appear in the text are included

SANTOS Y. B.	Name of Student
LEVEL OF IMPLEMENTATION ON SCHOOL-BASED MANAGEMENT: BASIS FOR A PROPOSED ACTION PLAN	Title of Thesis/Dissertation
2015	Year