

MAASAI MARA UNIVERSITY
PROPASAL AND THESIS WRITING
WORKSHOP
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TOPIC: CHAPTER TWO: LITERATURE REVIEW

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GUIDELINES IN PREPARING CHAPTER TWO IN PROPOSAL AND THESIS

Chapter Two: Literature review

Key parts

- i. Introduction
- ii. Several Appropriate sections
- iii. Theoretical framework
- iv. conceptual framework

The literature review is arranged as a separate chapter and it follows the introduction.

I. Introduction

..... Captures an overview of the chapter. For example.....

2.1 Introduction

The major concern of this chapter is literature survey relevant to the study. The chapter is subdivided into eight sections. Section 2.1 presents the historical development of universities in Kenya. Issues on whether the public universities admit all the qualifying applicants, motive of the high school student to go to university or not, perception of the universities and some basic problems of university education are in subsections 2.1.1, 2.1.2, 2.1.3 and 2.1.4.

Section 2.2 examines the fundamental basis of individual fulfilment. Examination of technical terms such as need, desire, interest, will, ability, potential and talent is in sub sections 2.2.1 to 2.2.7. Section 2.3 dwells on democratization in education, 2.3.1 is about freedom to education, 2.3.2 is on education as a human right, whilst 2.3.3 is on education for its own sake. Subsections 2.4.1 to 2.4.4 present Idealism, Realism, Existentialism and Pragmatic philosophies. Philosophies of education for the society and for individual are in section 2.5. Section 2.6 focuses on the challenges facing education for individual fulfilment. Finally, section 2.7 is the theoretical framework for this study.

II Several Appropriate sections

Capture section headings focusing on research topic.

Supposing a research topic is:

Assuming the Research Topic is:

“Effects of Subsidized Public Secondary Education on Expansion of Private secondary Schools in Naivasha Sub County, Kenya.: Challenges and Way Forward”.

Appropriate section headings derived from the topic would be:

- i. Global Meaning and Purpose of Subsidized Public Secondary Education.
- ii. Determinants of Growth of Private secondary Schools in Naivasha Sub County, Kenya.
- iii. The Connection between Subsidized Public Secondary Education and Growth of Private secondary Schools in Naivasha Sub County, Kenya. etc

Purpose of Chapter Two

It represents a critique of previous relevant researches Related to the Study.

- It should contain an extensive up to date critical review of the relevant works carried out previously in the country of the study and elsewhere.
- The studies should be considered in their historical chronology or according to the strength of their relevance to the current study.
- It may include concepts and definitions.
- It may give new interpretations of previous studies. This is inbuilt in the discussions in CHAPTER FOUR.
- The writer's position in relation to the issues raised in the literature should be made clear.
- Overall literature review assist to pin point knowledge gaps which enables the researcher to understand the research problem/topic better.

Steps in literature review

- Be very familiar with the library
- Always make a list of key words and phrases to guide your literature search
- Always summarize the references on cards for easy organization of the literature
- Once you have collected, the literature you have should be analyzed, organized and reported in an orderly manner.
- Make an outline of the main topics or themes in order of presentation.
- Decide on the number of headings and subheadings required depending on how detailed the review is:

The literature should be organized proceeding from broader perspective and narrow down to that which is more specific to the research problem.

Sources of literature can be classified into 2

- Primary sources through journals, questionnaires, interviews, observations and FGDs.
- Secondary sources through sources like library search/text books, mass media, etc.

Tips on good Reviewing of Literature

- Do not rely heavily on secondary sources
- It is important to check daily newspapers as they contain very educative current material.
- Many people concentrate only on findings from journals when reviewing literature one should also read about the methodology used and the analysis done
- It is extremely important to copy the references correctly in the first place so as to avoid the frustration of trying to trace a reference later.

Theoretical Framework

Discuss theories that will inform the study.

Describe the theory in details: state the theory, origin and proponents of the theory, stages of development of the theory, major features and characteristics of the theory, strengths and weaknesses of the theory, why use the theory in spite of its weaknesses, relate the theory and the study.

- Author may discuss other theories applicable to the study.
- Show clear link between each theory and the study.

..... Theoretical framework.....example

This study is based on Dewey's Pragmatic philosophy of education (described in section 2.4.4). The theoretical framework has adopted the specific aspect of the ideas emanating from Dewey's pragmatic views about the values of education and the individual differences. In essence we can simply refer to this worldview as the Dewey's pragmatic theory of value of education. This theory of value of education guides this study on the assumption that it fits into this study better than any others. This is in agreement with what Abel (1992) perceives to be appropriate theory or theories to be adopted for a study:

If a particular theory or theories seem to explain and illuminate our personal human experience or area of study better than other theories we are familiar with, and if it fits in with other ideas that we hold to be true, we have good reasons for preferring such theory or theories to the others (p. 3).

Many virtues and guiding principles about educational activities are provided in Dewey's work on *The School and Society* (1900), *Experience and Education* (1938), *The Child and The Curriculum* (1943), and *Democracy and Education* (1944). In these books, Dewey holds a pragmatic notion that the desire to acquire knowledge is guided by the value of the educational activity on the bases of its suitability and workability. The real or even the imagined value of education tends to arouse the interest of the learner. The learner in turn assesses his ability to undertake the desired knowledge. However, in most cases the learner's judgement is greatly influenced by the factors prevailing in the environment. This is because the values and experiences of education are better realized as the individual interacts with the environment.

According to Dewey, it is in this interaction and experiences that a student's personality on individual fulfilment is formed. Dewey's argument could be embraced to imply that growth and development of the individual's value, need, interest and ability depend on the environment and the experience that he encounters. That is, Dewey viewed education as taking place positively when the learner is provided with the environment in which he is free to grow. The implication is that an environment that recognizes the learner's desired education goals is the most appropriate in developing these virtues (need, interest

and ability) and ultimately bringing about satisfaction. The reverse is presumed to be true.

This theory of value of education based on Dewey's work appear to argue that if a learner develops an interest to undertake certain education activity, there must be some value(s) attached to it. To value, in the words of Dewey means primarily to prize, to esteem (Taneja, 1990). To value is also an act of cherishing something, holding it dear and also the act of passing judgement upon nature and amount of its value as compared to something else. If the act of valuing means liking or desiring, then value is an object of interest.

Dewey viewed values of education in terms of interests both negative and positive ones (ibid). If a value helps in the achievement of a certain end, that value is considered instrumental (extrinsic). For example, for a student to realize his ambition of becoming a doctor, the study of Biology, Mathematics, Chemistry and Physics has the greatest value. In other words, these four subjects are instrumental in achieving the objective of becoming a doctor. On the other hand, we have inherent values lying in the excellence of a thing itself. These are the intrinsic values, which instead of leading to any further consequence are good in themselves. For example, a worktable has inherent goodness of making readers or learners comfortable to sit and to write. Therefore, both the extrinsic and intrinsic values play some functions toward the realization of the education goals of an individual.

Values have their foundations both in higher and lower interests (Taneja, 1990). The values that are born out of unthoughtful desire or animal instincts are the lowest ones. For example, a child's natural inclination to play, keenness to handle things and love for colours are the kind of values belonging to the lower key. While the values which are rationally conceived and are in line with intellectual design are high ones.

For instance, intellectual disciplines like Mathematics, Philosophy, among others will have higher values if they contribute to the interests of the mind (soul). These are the kind of values that shall be of concern in the examination of this education goal of individual fulfilment. A pragmatic view tends to find some values more important than others. Like one student may desire to spend a shiny morning just relaxing, while another one may spend time examining science project. Of these two students, the latter is engaged in an activity of much higher value than the former. Therefore, the hierarchy of values is very helpful in making a choice between alternative courses of action falling within individual desires. When one course of action is preferred over the other, then the preferred course serves a value more desirable than the others.

Dewey's thinking is that in most cases, superior authorities at national level formulate valuable education goals. These authorities accept goals determined by the society (Dewey, 1944). The goals of education are supposed to suggest the kind of environment needed to liberate and to organize learners' abilities in order to be able to realize them (goals).

To give an example, education just like farming requires that a farmer must look ahead, otherwise would find the goal of farming blocked by certain factors. That is, a farmer who accepts things just as they are, could end up in a great mess if farming activities are made in total disregard to what soil, climate, pests, diseases among others can permit. An education goal therefore, is supposed to be supported by the prevailing circumstances in the society so as to be attained. For this reason, the inputs in the field of education must be the types that would lead to the desired output. These are the kinds of relationships and factors that this study has examined.

NOTE..... This section may be optional or otherwise as directed by the individual university's graduate school.

- It should bring out the examined theories, variables, identified questions, gaps, in which relationship between variables being examined may become vivid and the anticipated value added to the area of study.

Conceptual Framework

- Represents the researcher's conceptualization of the relationship between variables in the study.
- The relationship is shown in a diagram.
- It's a hypothesized model of concepts under study and their relationship.
- The model is put to test.
- After the study the model may be revised.
- The conceptual framework may also be presented in a mathematical model.

Illustration of a conceptual frame work of a study:

Reserch topic: *Influence of Headteachers' Leadership Styles on Students' Performance in KCSE in Nakuru Municipality, Kenya.*

The variables:

Independent variable – Headteachers' leadership styles

Dependent variable - students' performance in KCSE

Intervening variable - Environment, Politics, Nature of parents/ students etc.

A sketch conceptual frame work:

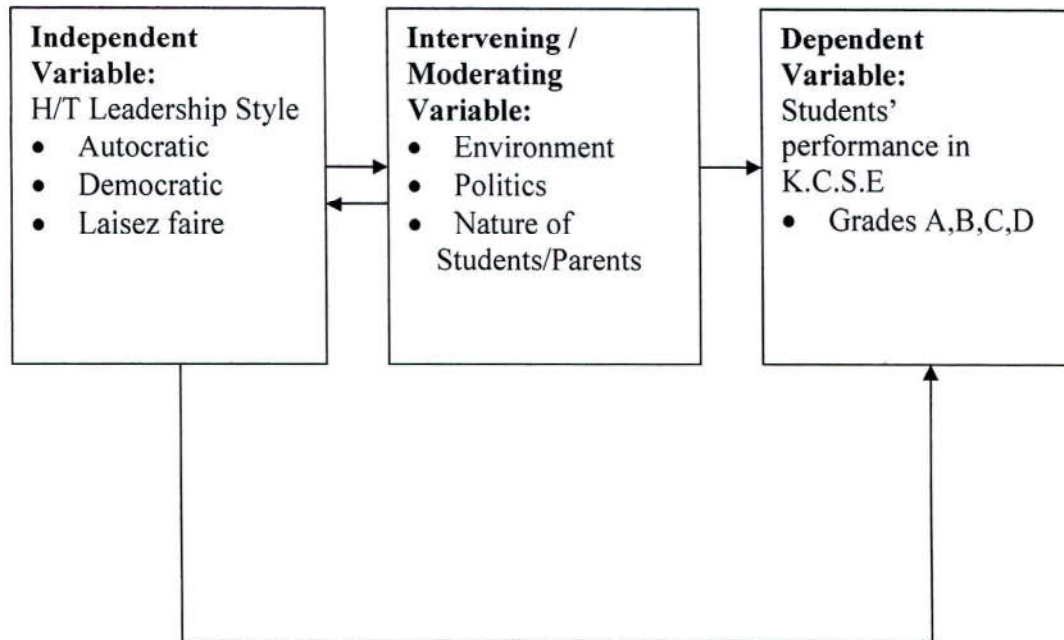


Figure: 1 A conceptual framework showing the relationship between heateachers' leadership styles and students' performance in KCSE in Nakuru Municipality

.....**example 2**To successfully adopt Dewey’s pragmatic theory of value of education, the conceptual representation illustrated below was used to guide the study.

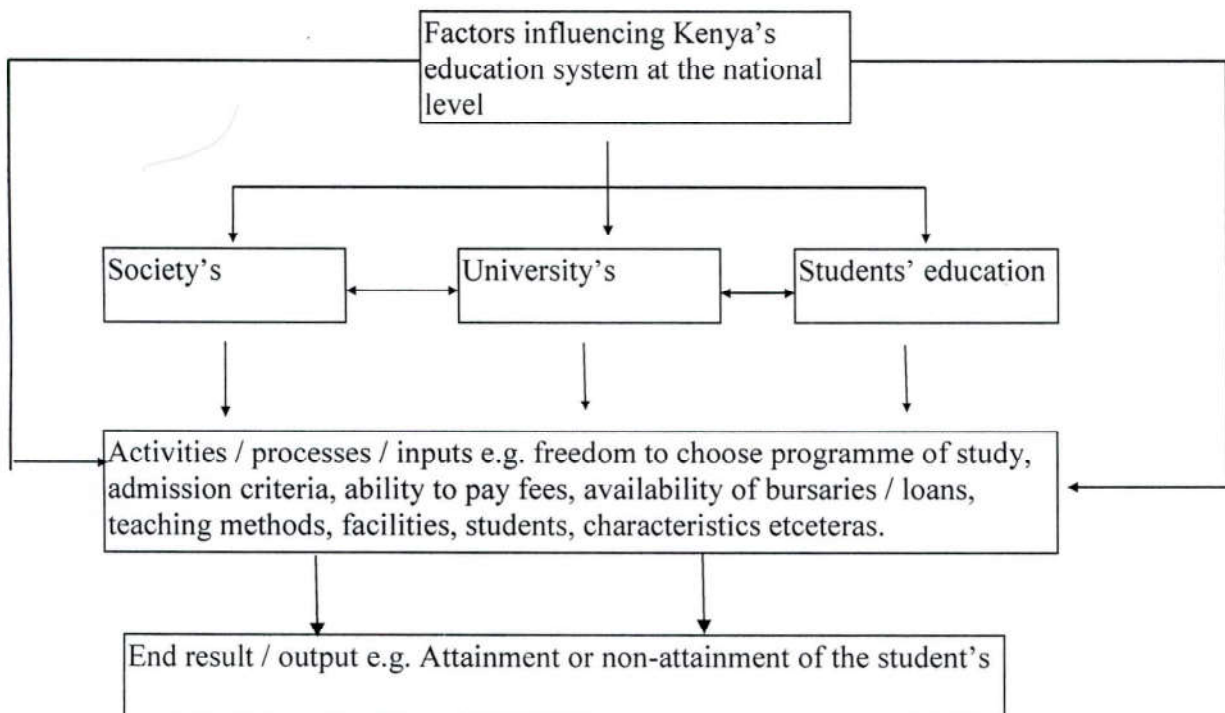


Figure 2. Conceptual representation of the study showing the relationship between society’s/ university’s education goals and student’s education goal of individual fulfillment. Adopted from Ogola (2012).

Key: ———> Direction of relationships of the factors under examination.

Figure 2 attempts to contextualise the theoretical framework to the objectives of the study, the research questions and how the procedures of data analyses relate to the problem of study. The conceptual representation shows that at national level, we have national education goals (mentioned in section 1.0). The second level represents the society’s, university’s and students’ varied education goals. The society’s education goals appear to be reflected in the culture of the people. The university’s education goals are described in their missions and visions. While the students education goals are expressed

in desires that would bring about self-satisfaction. There is a complex interrelationship of the national, societal, university and students' education goals. These goals are affected by certain factors (inputs) that enhance the achievement or non-achievement of individual fulfilment (output).

The entire literature review has provided us with a direction of tackling the education goal of individual fulfilment among the undergraduates in Kenya. Indeed, it has outlined the orientation of this study.

SUMMARY

RESEARCH PROPOSAL/THESIS DEVELOPMENT

- Is a plan/strategy that the research intends to use in search of a solution to the problem or as an answer to the research questions.
- A plan contains steps or stages of which must be done to achieve whatever goal/objective that is prescribed for the study.
- Therefore a research proposal is a guideline, it systematically captures the steps to be followed in order to achieve the intended good results.
- A good research proposal should specify every detail of how the study will be conducted.