PRACTICAL GUIDE FOR FINAL YEAR PROJECT IN SOCIAL SCIENCE

2022

Noor'ain Aini * Adam Andani Mohammed * Goy Siew Ching

Haslina Hashim * Mohd. Shazani Masri * Sharifah Sophia Wan Ahmad

PRACTICAL GUIDE FOR FINAL YEAR PROJECT IN SOCIAL SCIENCE

2022

CONTENTS

List of Figures

PREFACE

The revision of the FSSH Dissertation Handbook was timely. Written in 1998, the Handbook needed an uplift not only in terms of content but also in appearance, even to the tiny details of formatting. To indicate how outdated it was, a "diskette" was mentioned to save one's work. Obviously, to the current millennial, diskette is a foreign term most never heard of. So much has changed in 24 years that every little thing and every single word must be considered before finalizing this book.

The revision process inevitably took us down memory lane, of how much structural changes have the Final Year Project (FYP) gone through. The original term used was "dissertation", and every student was required to complete a dissertation before they graduate. When it became apparent that some students just did not have the knack to conduct research and to write, the structure was changed a few years into the millennia to incorporate a choice of either a Final Year Project for those who "could" write, or an Academic Writing 1 and Academic Writing 2 (*Penulisan Ilmiah* 1 and 2) for those who thought that they "couldn't". In 2008, the FSSH curriculum underwent another structural change as the credit hours required to complete the degree were increased to a minimum of 120 credits from 103. Hence, the compulsion to take the FYP (in the span of two semesters) by every student regardless of their individual writing capabilities. Another change happened in 2016 when FYP1 and FYP2 merit their own separate grades in each semester as opposed to one final grade to be awarded towards the end of the second semester previously. Even the credit hours have increased from four to six to now, seven.

While retaining most of the topics and subtopics in the previous Handbook, the content had to be scrutinized, considering how the nature of the FYP differs from a dissertation, as befits the undergraduate level. Hence, the name was the first thing to go. Besides the new layout and format, new sections were included, namely the structure of FYP, role and responsibility of students, referencing

guides, research ethics and plagiarism. The elaborate section on research ethics and plagiarism was meant to send a powerful message to students on the importance of upholding one's integrity while doing research and writing. The perks of having information easily accessible at our fingertips are offset by the danger to have one's integrity compromised, as it was too easy to get caught in data fabrication and plagiarism. As much as we emphasize the FYP as the final product of a research and writing process, as social scientists, we believe integrity takes precedence.

As the millennium ushered us into new technology, the possibilities are endless and beyond our imagination. We have moved from saving our work in diskettes to pen drives to OneDrive or Google Cloud; from sharing computers in the faculty computer labs to owning our own laptops. We have gone beyond accessing hard copy books and journals in Perpustakaan Tun Abdul Rahman (PeTARY) - previously known as CAIS - to having most materials available online in e-books and e-journals and through Google Search. Despite these changes, one fact remains, that FYP is an independent study that requires strong self-discipline, commitment, hard work, perseverance, and above all, integrity, on the student's part.

ACKNOWLEDGEMENTS

Part 1

FINAL YEAR PROJECT IN THE FACULTY OF SOCIAL SCIENCES AND HUMANITIES

Final Year Project (FYP) is a research project for undergraduates in social science. Those of you who have yet to attempt it may have an idea of what an FYP is, most probably coming from your seniors. What you may have heard were essentially subjective responses coming from personal experiences of those who have gone through it.

Just like any form of subjective experiences, it tells a particular story applicable to a particular person. In this section, we present an objective perspective that has a general application. In other words, what you will discover in Part 1 is a common convention pertaining to undergraduate research as practiced in the social sciences. You will gain a factual understanding of FYP and the path that lies ahead.

1. Introduction

At the undergraduate level, a Final Year Project (FYP) is an exercise to enhance students' research and writing capabilities beyond the written assignments that they produced in their courses. It is intended to give students the opportunities to study a topic of their interest at a deeper level than would normally be possible in a course assignment. However, unlike course assignments which may usually be done in groups, FYPs are carried out individually.

In line with the Malaysian Ministry of Higher Education (MOHE) introduction of the soft skills development module in 2006 to complement academic knowledge or hard skills, students are expected to develop their soft skills via formal, non-formal, and informal learning modes. One of the formal learning modes, in this case, is through FYP that demonstrates independent learning (IL) as students individually carry out a one-year research project. In this process, academic knowledge and soft skills complement each other to enable students to conduct their research and complete their FYPs.

The objectives of the FYPs are to enable students to:

➢ organize the use of common research methods in the social sciences;
➢ analyse a range of complex research data;
➢ produce an independent research project involving the collection of empirical data without neglecting ethical and humanitarian aspects;
➢ demonstrate the ability to communicate and present ideas and findings in a variety of ways, for example, in writing, and orally, either individually or as a team.

2. Offering

The FYP represents 7 credit hours of the total credit hours required to complete a degree in the Faculty of Social Sciences and Humanities. The 7 credit hours comprise two inter-related courses; SSF3013 Final Year Project 1 (FYP1) and SSF3034 Final Year Project 2 (FYP2), to be completed in the final two semesters of study. Students must complete and pass FYP1 before they can proceed with FYP2, and these two courses cannot to be taken simultaneously in the same semester.

SSF3013 FINAL YEAR PROJECT 1 (FYP1)

FYP1 carries 3 credits and aims to introduce and provide understanding on methods of writing and conducting research systematically. FYP1 contains the project proposal of Chapter 1: Introduction, Chapter 2: Literature Review and Chapter 3: Methodology.

SSF3034 FINAL YEAR PROJECT 2 (FYP2)

FYP2 carries 4 credits and aims to provide deeper understanding on the research methodology, including the design or construction of instrument and analysis of data. FYP2 consists of several chapters where students report, in a systematic manner, the findings of the study including summarizing, making recommendations and critiques on the study as well as the conclusion.

3. General Description

To begin their FYPs, students are expected to identify a particular issue that fits the criteria below:

- ➢ Of their interest;
- ➢ Within their research capabilities
- ➢ Maintain a certain degree of originality
- ➢ Within the scope of field of study in their respective programs, or within the field of social sciences.

Having an interest in an issue, however, is not enough to guarantee the success of an FYP. The issue must also be feasible and researchable. You MUST come up with a problem statement after identifying a specific problem in the chosen issue. Then you MUST establish a viable methodology in conducting the research.

An FYP is based on the collection, description and analysis of data gathered by you. These data were obtained through original research based on either primary or secondary sources. You may examine issues which may or may have not been covered in your courses. The FYP does not have to be based on original empirical research, which at times can be beyond your research capability. It is feared doing so would overwhelm you and result in an incomplete project.

Students are generally required to choose a topic related to their respective programs or the faculty's research niche area. Keep in mind that all social sciences issues are relevant and can be examined from various angles and perspectives depending on the student's respective fields of study.

Language Preference

Considering the ultimate aim of the FYP is for you to produce a tangible written product, it is advisable to choose the language in which you are most comfortable with, be it Malay or English. Writing an FYP requires reading, comprehending, analyzing, putting together all the data and presenting them coherently. You will not be able to put forth their arguments and get your message across clearly if you are not competent in the language that you choose. Despite what students may have thought or heard, there is no advantage of writing the FYP in English over Malay. On the contrary, choosing a language that you are not competent in will only pose a barrier as you will have to struggle with both the research and writing parts.

Length

One thing the student seems to be obsessed with is the length of each chapter and the entire FYP. For an undergraduate level, it is advisable to keep the content to 30,000 words (roughly 60 pages). Note that this does not include the preliminary pages that precede chapter one and the pages after the conclusion page.

4. Role of Supervisor

Each student will be assigned a supervisor who has the expertise and knowledge in the chosen topic area. The supervisor will usually come from the same program or field of study unless a special arrangement is done otherwise. The supervisor should always keep in mind that the FYPs are the students' work based on their interests and within their own capabilities. It is thus irresponsible for the supervisor to impose topics on students without getting their prior consents.

The roles of a supervisor include (but not limited to):

➢ Guide the student in narrowing down the FYP research topic and finalizing the FYP title;
➢ Prepare clear instructions of expectations and deadlines of progress (chapter submission and presentation) to enable the FYP to be completed and submitted on time;
➢ Review the student's written work and give constructive comments where appropriate for improvement of the FYP;
➢ Together with the student, assume responsibility for the satisfactory progress and completion of the FYP;
➢ Ensure that the student abide by ethical research conducts and avoid plagiarism or fabrication of data;
➢ Ensure availability and accessibility to student and maintain regular contacts with the students;
➢ Obtain student's permission and cite the student as first author should there be any intention to publish any parts of the FYP.

5. Responsibilities of the Student

It needs to be emphasized that the whole research and writing tasks in the completion of the FYP is the FULL RESPONSIBILITY of the student. The FYP is an independent journey, thus you should understand your own readiness and capability when you decide to embark on the journey. You should always keep in mind that the FYP must be your own work.

Your roles include (but not limited to):

➢ Ensure that you are registered for the course on time;
➢ Do preliminary research and readings on the topics of your interest before developing the research proposal;
➢ Come up with a reasonable research proposal and submit it on time to the Program Coordinator/supervisor;
➢ Submit written work for review and comment at the scheduled dates;
➢ Maintain a satisfactory progress by incorporating all comments and suggestions made by your supervisor;
➢ Attend all consultation meetings scheduled by your supervisor;
➢ Initiate contacts for consultations with your supervisor whenever you miss a scheduled consultation or when you have queries;

➢ Be resourceful enough to work independently without constantly having to be told what to do by your supervisor;
➢ Abide by ethical research conducts, appropriately acknowledged all contributions to your work and avoid fabrication of data;
➢ Submit survey questions, questionnaire and interview questions to your supervisor for corrections before using them;
➢ Obtain permission from your supervisor before goes for field work;
➢ Consult your supervisor if you want to co-publish with him/her any parts of the FYP;
➢ Acknowledge your supervisor if you want to publish any parts of the FYP without him/her;

Communicate with your supervisor should you face any problem that hinders the progress of the FYP before you decide to withdraw, defer or repeat the FYP.

6. Research Skills

FYP combines both academic skills like analytical and critical thinking as well as soft-skills such as commitment, self-discipline and hard work. Here are some of the skills you should instil and foster:

➢ Start by "noting" issues of your interests as you go along the topics covered in your courses. Avoid looking for topics at the last minute. This usually leads to hastily put together research proposal simply for the sake of submitting a proposal;

➢ Explore few possible topics as alternatives to help save time in case you need to switch topics. Students often find themselves in a quandary when the topics that they chose were not feasible to be conducted;

➢ Make a realistic decision based on informed choice to avoid problem later in your FYP. Students sometimes had to switch topics halfway because they neglect to pay serious attention to the nature of the topic or the method that they chose;

➢ Make sure you have enough resources on the particular topic that you choose to avoid being stuck in your FYP process;

➢ Set up a realistic schedule for various steps in the research and writing process and abide by it. Students often find themselves under unnecessary stress when they procrastinate and have to complete all the chapters in one go at the end of the semester;

➢ Learn to work independently. You can ask for regular feedback your supervisor but not to the extent that you need him/her to hold your hands at all time;

➢ Consult your supervisor immediately should you encounter problems in your FYP. Students' tendency to keep problems to themselves offers no solution and is wasting time;

➢ Save your work regularly as you write. Make backups of your work by saving it online like on *Microsoft OneDrive*, *Google Cloud Storage* or *Google Drive* as a safety precaution in case your laptop crash or are infected with virus. Update your anti-virus programs regularly.

➢ Read. Read. And read a lot.

Summary

You should learn by now the two major lessons from the overview of FYP. First, the nature of FYP being a research project entails specific knowledges relating to the discipline and research skills in identifying a realistic topic, an appropriate methodology and keen eyes for reading. The other lesson pertaining to being independent. You are expected to exert a sufficient amount of self-determination to motivate yourself to keep pressing on, work honestly, understand your mistakes and move on.

Part 2

CONSTRUCTING FINAL YEAR PROJECT

Social science research is multifaceted. It combines multiple skills like thinking, reading, writing, formulating and analyzing. These skills are demanded at every phase from topic selection to research objectives and research questions, to methodology and analysis.

You may not have all the skills at equal measure. The point, however, is to develop these skills as honest as possible. Imagine a scenario where a student cut and paste a research topic from *Google*. The person's thinking or reading even analyzing potentials were not put into the service of research. An opportunity to develop new skills and learn new knowledges is wasted in the process.

Start with good intention. Research writing has a structure that is logical and can be learned. You shall learn the structure shortly, understand it, and plan how to fulfil it.

7. Choosing a Research Topic

A basic way to choose a research topic is by asking yourself what is it 'out there' that you find to be motivating enough for you to look for an answer? As you are now in your 3rd year of study, your supervisor expects you to *know* what you want to explore.

In the past, Professor Alan Wicker has assisted us in identifying the common criteria that guides topic selection. We shall classify the criteria into basic, intermediate, and exemplary types.

Basic criteria

<u>Feasibility</u>

> ➢ Can my topic be done (at all)?
> ➢ Can my topic be done ethically?

<u>Relevance</u>

> ➢ Does my topic fit my knowledge, skills and interests?
> ➢ Does the scale of topic logical and achievable?

Intermediate criteria

<u>Potential contribution to practice</u>

> ➢ Can my topic provide useful information to practitioners?
> ➢ Does it reflect the reality of situation?

<u>Anticipated impact/reception</u>

> ➢ How will my research topic be received?
> ➢ What would its impact be on society?

Exemplary criteria

<u>Potential contribution to knowledge</u>

> ➢ Can my topic build on what we already know?

> ➢ Can it tell us something that we do not know?
> ➢ Can it bridge two or more areas of study or practice that are now not connected?

Potential for theoretical development

> ➢ Can it contribute to the development of a model or theory?

8. Research Proposal

Research proposal is a roadmap to your FYP journey. To your supervisor, your research proposal tells her/him of the amount of work that you have put into the thinking and planning of the project. The less amount of work you put into the proposal, the less clear your roadmap will be.

Generally, a research proposal consists of:

A provisional title

Your title indicates what you currently know about the topic. What you *know* can be assessed by the logic and clarity of the topic your proposed. The less logical and less clear your topic suggest the less you know about it. Solution – read more.

A background to the research topic

Describe your topic. State your intention pertaining to the topic (the 'why'), follows by objectives and research question. The last two require you to learn the technical aspect of writing using correct verbs (e.g. to describe, to analyze, to propose). The objectives and research questions should relate to your title. Again, the less idea you have about what to write in your objectives suggest the less you have read about your topic.

Preliminary literature review

Your supervisor wants to believe you are capable at working on the topic you proposed. Convince her/him by reading key works related to your topic. The 'key' works may refer to the *latest* writings (book, journal, report) or the *classics*

written by the prominent scholar in the field. Next, you are expected to state what further aspects you want to explore in your research.

A clear research methodology

State the methods you intend to use and relate them to the research objectives. Read about research methodology so you have a well-informed decision before deciding on which methods to apply in your research.

Milestone/Timetable

Create a timetable that chart the projected work, the duration, and the expected outcomes. A planner like this helps to activate your organizing skills and provide you with anticipation of tasks ahead.

9. Composing Final Year Project

Research report adheres to a convention in academic writing. Convention allows predictability and a measured expectation that guides the writing and the reading process. Here is a typical structure in a social science research report that you may find useful when thinking, planning and executing your FYP.

Chapter 1: Introduction

Academic writing is an iterative process. You think and work on Introduction at multiple stages in your research, namely the proposal, the post-data collection, the analysis, and discussion.

To aid your thinking process, you may want to think about Introduction in a logical sequence:

➢ Tell us your research topic. Focus your discussion on two or three keywords in your topic.
➢ Write the background information pertaining to the topic gleaned from the keywords. Starts with a bigger picture by summarizing few key works. Your reader wants to know: a) what has been written; b) where you pick up from the current studies; c) the very question you want to investigate, ideally, just ONE question.
➢ State the objectives or the purpose of study. It should flow logically from the question you want to investigate.

➤ You may want to add the significance and scope of your research.

Chapter 2: Literature Review

The key component in social science research is reading and writing. Researchers spend more time reading than doing data collection. They read throughout the research process. They read before they propose a topic. They read before writing down the questions and the objectives. They read before they design a method, and before they do analysis. They also read after a topic is proposed, after data is collected, while doing analysis and while writing a conclusion. So, when we mention Literature Review, it is NOT a stage in your research. It is, THE essence of research.

Literature review is NOT:

X   Reviewing books and journal papers from end to end.
X   Cut and paste keywords into Google search.
X   Cut and paste topics into Google search.

Literature review is:

➤ Purposeful. That's why you must take your research questions (RQ) and research objectives (RO) seriously.
➤ Specific. That's why you should invest a good amount of time into reading the background of your topic, before committing into RQ and RO.
➤ Idea-based. If you have read wide enough, you will be able to identify roughly the common emphasis or the rallying issue emerging from the list of readings.

How to do literature review:

➤ Organise your review into themes, preferably three.
➤ Under each theme, look for relevant literatures that furnish you with relevant information, such as the author's perspective, the argument, and the evidence presented.
➤ Interpret and evaluate those work and their ideas. This is YOU reading and reviewing academic works, so YOUR opinion has to be visible.

Chapter 3: Methodology

Methodology describes the actual process that you have undertaken. In terms of grammar, it must be written in past tense.

However, you are still expected to write a Methodology in proposal stage or in pre-data collection stage. Your supervisor wants you to think and plan your data collection and analysis. But this should be understood as a draft, and not the submitted version.

Being a scientific study, social science research pays a lot of attention to Methodology. This is because, methodology records the thoughts underlying the research, the 'testing', the decision-making and the value-position. The more detailed your methodology is, the more your reader learn about you and your scientific journey.

What should be included in your Methodology chapter:

- Research paradigm/philosophy
- Theory or key concepts
- Research approach
- Research design
- Data collection
- Data analysis
- Ethics position

Chapter 4: Findings and Analysis

There are several types of 'data' in social science research. 'Data' is what you elicited from the instruments you deployed such as interview schedule and questionnaire. 'Data' can also be written records, such as newspapers, Twitter feeds and biographies. 'Data' also include objects, paintings, advertisements and films. In short, data are 'signs' that point towards an answer to the question that you posed in the beginning of your research. By themselves, data are not the answer.

The common practice in presenting data and results:

➢ If you had utilized quantitative research design, present according to the steps, the location element, the summary information and the emphasis statement of trend or pattern.
➢ If you had utilized qualitative research design, you have the opportunity to construct a storyline to make your findings interesting and impactful to your readers. It may turn out to be a laborious one, but it will pay off as you gain better understanding of your findings.

Put yourself into the findings. Do not pretend you have nothing to do with the 'data' and findings. Tell your readers the extent of your involvement (such as the choice of participants and your perspective about them) and how had your presence and perspective implicated the findings.

Chapter 5: Discussion and Conclusion

In the discussion you will query your findings. If in Chapter 4 you wrote 'everything' that happened, the chapter questions them. You are expected to look for *types*, such as the most typical information (the persistent and the obvious) as well as the aberration (the out of way and the unexpected). Often, it is the former that is given more attention. However, you must try to find and make sense of BOTH because they exist simultaneously in your research (assuming you did not cherry pick your 'data').

Keeping in mind of both types, your discussion will query them in relations to:

➢ The research question: which is the finding that does and does not answer your initial question?
➢ The theory/concept: which is the finding does not seem to 'fit' into the theory/concept?
➢ Relation to other research: can you find explanation from other studies that may be useful to explain the 'typical' and the 'aberrant' findings?

Conclusion

Conclusion is the terminus of your FYP journey. You need to reinforce YOUR message to the reader who have been reading your work with great patience and perseverance.

Your so-called parting message should contain your honest remark (as opposed to a grandiose claim) of the place of your 'little' research in the broader scheme of intellectual enterprise:

➢ Remind your readers of what you had set out to achieve and how they fare in the end.
➢ Emphasize the interesting aspect of your discovery (read: not findings), in other words, the latent aspect rather than the manifest.
➢ Suggest the implication of your research - not to the world - but to your personal understanding of the micro reality you examined and its connection to the larger picture (macro).

10. Structure of Final Year Project (FYP)

A 'skeleton' of FYP is proposed here, although some variations may take place in consultation with your supervisor.

Chapter 1 Introduction

▪ Introduction: The purpose of the chapter
▪ Background to research topic
▪ Significance of the topic: Describe how the topic is significant to your discipline, to real-life situation and to your scientific and personal knowledge
▪ Problem Statement
▪ Research Questions
▪ Research Objectives
▪ Summary – Wrap up the key points

Chapter 2 Literature Review

▪ Introduction: The purpose of the review chapter
▪ The current published works relating to your topic
▪ The main findings from the published works: Identify the argument or findings
▪ The disagreement or debate between various arguments
▪ How your research is different or similar from the existing works?
▪ Summary – Wrap up the key points

Chapter 3 Research Methodology

- Introduction: The purpose of the methodology chapter is to link research objectives with methods
- Research Paradigm: Positivism, Interpretivism, or Constructivism (examples)
- Research Design: Case study, survey, ethnography, or discourse analysis (examples)
- Research Participant (for primary data): Rationale, representativeness and reliability
- Sources (for secondary data research): Reliability and authenticity
- Data collection: Types of data collected and the procedure and stages in collecting and recording data. Include a timeline (milestone)
- Data analysis: The method utilized when analyzing data. Some examples for qualitative research are narrative analysis, content analysis, discourse analysis, and grounded research
- Ethics: Identify ethical issue and how you manage it
- Summary – Wrap up the key points

Chapter 4 Findings and Analysis

- Introduction: The purpose of the chapter – present the outcome of your data collection process
- Option for data presentation: 1) Narrative, also known as Descriptive. Tell a story as detailed as possible about the location, the participants, their life, your perception then and your reflection after.
- Option for data presentation: 2) Thematic. Code the data into class, category or theme
- Option for data analysis: 1) Quantitative research: You may choose Descriptive statistic or Inferential statistic
- Option for data analysis: 2) Qualitative research: You may choose narrative or content or discourse analysis
- Summary – Wrap up key points

Chapter 5 Discussion and Conclusion

- Introduction: The purpose of the chapter – what have you learnt from your data?
- Restate your research question – how does the analysis respond to your original question or hypothesis?
- Applying theory or key concepts: how does the theory/concept explained the 'affirmative' aspects of your analysis and the 'anomalous' aspect?
- Significance of the findings towards understanding real-life issue
- Conclusion:
  I.   Summarize the main discovery claimed in your research
  II. Reflect how your research improve your disciplinary knowledge

Suggest how your research may create new interest to fellow young researchers.

Summary

By now, you have some ideas on how your FYP will look like. You should also understand that these all will only be possible if you put in honest efforts, dedicated, and remain patient throughout your journey. Difficulty is expected, so, it does require you to communicate with your supervisor in guiding you towards resolution. All these processes are inter-connected. You may not know what questions to ask your participants if you are not clear about the objectives. You may think you had too 'little' or a 'lot' of data if you lacked focus in research question. Your 'Discussion' may look similar to 'Findings' if you do not refer to research methodology textbook on what they mean and their differences. Do remember that research is an iterative process, therefore, keep revising the earlier sections or chapters of your work as you move along.

Part 3

FORMAT, LAYOUT AND WRITING STYLE

Final Year Project is a formal document. Being a formal document, your FYP report has to fulfil the formatting requirement set by the Faculty. There is also a general advice on the writing style to increase the clarity of your report. You will find the guidelines and the related documents to assist your writing process.

11. Format and Layout

Front Cover

The front cover consists of the following details: a UNIMAS logo and faculty's name (as provided in the existing template), title of FYP, student's full name, matric number, name of degree and year. The title must be written in Times New Roman font size 14, justified in the centre**, bold** and UPPERCASE**.** The student names must be written in Times New Roman font size 12**,** justified in the centre*,* **bold** and all UPPERCASE. All other details must be written in Times New Roman font size 12**,** justified in the centre*,* **bold** and all lowercase. (Refer 13.1)

Title Page

The title page consists of the following details: Title of FYP, statement of degree fulfilment, name of faculty, university and year. The title must be written in Times New Roman font size 14, justified in the centre, all UPPERCASE and double spacing**.** The name of university must be written in Times New Roman font size 12**,** justified in the centre and UPPERCASE. All other details must be written in Times New Roman font size 12**,** justified in the centre and all lowercase. (Refer 13.2)

Declaration of Original Work

This page acknowledges the completion of the FYP and its submission. It contains the student's admission of the originality of the FYP and gives the faculty copyright over the FYP. The form can be accessed at https://www.library.unimas.my/images/form/BorangPengesahanTesis.pdf. It is meant to be printed out, filled in, and signed by the student and the supervisor. (Refer 13.3)

Acknowledgement

You may express appreciation to all parties who contributed to the completion of their FYP. Texts are written in Times New Roman font size 12 and double spaced. (Refer 13.4)

Abstract

An abstract of the research is required to be written in both Malay and English versions. It summarizes the background of the research, its objectives, a brief outline of the methodology and highlight some key findings of the FYP. The length of the abstract should be not more than 300 words and written in Times New Roman font size 12 and double spaced. If the FYP is written in English, the translated Malay version should be italicized, and vice versa. A few selected keywords of the study should be highlighted at the bottom of the abstract. (Refer 13.5)

Table of Contents

Table of contents has to be as detailed and as clear as possible. Organize your contents into numbered topics and subtopics. (Refer 13.6)

List of Acronyms

The list of acronyms should appear at the beginning of the document, just after the Table of Contents. For acronyms, write the first occurrence of phrase in full, and place the abbreviation in parentheses immediately after it. The acronym can then be used throughout the rest of the text. Use table format in Microsoft Word to provide a standardized alignment for the list of acronyms. (Refer 13.7)

List of Tables

List all tables available in the FYP. It includes the numbering of tables, title of tables and the page where they are located at. Use table format in Microsoft Word to provide a standardized alignment for the list of tables. (Refer 13.8)

List of Figures

List all figures available in the FYP. It includes the numbering of figures, title of figures and the page where they are located at. Use table format in Microsoft Word to provide standardized alignment for the list of figures. (Refer 13.9)

References

List of all the sources that are used and work that are cited in the text. Organize the references according to alphabetical order adhering to the American Psychological Association (APA) style of referencing. DO NOT number them, and DO NOT organize them according to types of resources. (Refer 13.10)

Appendix

Attach all the related appendices here. Example may be questionnaires, *Google* survey form, interview guides, list of cases, consent form, maps, tables, photos, et cetera. Number your appendices.

Body of Text

<u>Type of Paper</u>

All formal submission report must be printed using laser printer, on white, good quality A4 size (8.27" x 11.69" or 21.0 cm x 29.7 cm) paper and printed on one side only. When printing a bound report, it is recommended that your use 80gm A4 paper.

All texts should be printed in black and white. However, a colour printer can be used to print graphs. In case photographic illustrations are used in the report, they must be colour-printed on high-resolution paper of reasonable quality. This paper should be acid free and 'non-erasable'.

<u>Margins</u>

To ensure sufficient space for a bound report binding, a uniform margin for the entire report on the binding edge should be 0.5 inch wider than the other edges of a page. The recommended margin on the left side of a A4 printing paper is 1.5 inches while the top, bottom and right sides should all have 1-inch margins as shown in the following page setup dialog box. Take note that pagination, headers or footers must be placed within the suggested margins, but no closer than 0.5 inch from the edge of the page (See Figure 1).
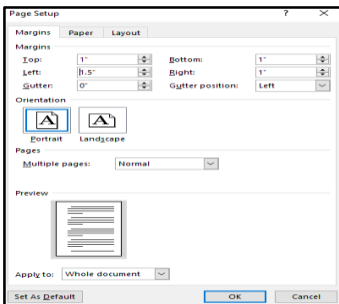
Figure 11.1: Page setup dialog box

<u>Fonts and Justification</u>

The document text must be typed in Times New Roman, 12-point font size, with full-justified alignment. If superscripts and subscripts are used, they should be in 10-point font size.

<u>Spacing and Indentation</u>

The text in the FYP is typed with double spacing, including indented quotations, long quotations, appendices, headings, subheadings, and mathematical equations. Footnotes, references, contents of tables. However, key to figures should be single spaced.

In terms of indentation, the paragraph text of each line should start from the left margin. However, the first line of each new paragraph is indented by one-tab space, which is about 0.5 inch to differentiate it from other paragraphs.

The automatic first line indent can be formatted in MS Word to reduce the mentioned hassle. A dialog box appears when your click on Table Tool Paragraph tab. In Indentation, choose First line under Special and set the indent to 0.5 inch.
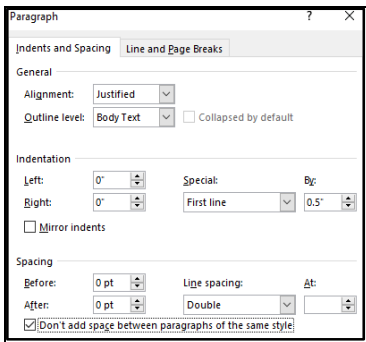
Figure 11.2: Indents and spacing dialog box

<u>Page Numbering</u>

With the exception of the cover and title pages, all pages of the FYP, including graphs, tables, references, appendices and blank pages must be numbered sequentially.

The following pagination guideline should be strictly used:

➤ Use small Roman numerals (i, ii, iii, iv, etc.) for all preliminary pages. Note that pagination for title page does not appear at the bottom of the page. However, it is counted as page i. Thus, you must begin with ii on the following page.
➤ This Roman numeral numbering continues until you reach the first page of Chapter 1. Starting from the first page of Chapter 1 and the remaining chapters that follow, including all pages of illustrations, tables, images, appendices, and references, Arabic numerals (1, 2, 3, 4, etc.) should be used. This indicates that the first page of Chapter 1 begins with an Arabic numeral 1, then 2 and so on.
➤ Page numbers should be centered at the bottom of each page and at least 0.5 inch from the bottom edge throughout the report.
➤ Page numbers should not be accompanied by letters, hyphens, periods, or parentheses, such as   1a, -1-, 1-2, and (1).

➢ If you have a document that needs to be presented on landscape pages, the landscape page number should remain in the same position and direction as they are on portrait-oriented pages for consistency purpose. As such, the page number will be centred on the short side of the paper and the number will be sideways relative to the landscape page text.

<u>Footnotes</u>

If additional information is needed to strengthen certain parts of the FYP but it does not really fit in the text or disturb the flow of the text, footnotes should be used instead of endnotes.

Footnote is placed at the bottom of the page, and it is separated from the text by a solid line (see example below). At times, the note breaks within a sentence and carries the remainder into the footnote area in the next page. It is appropriate, and thus, the continuation of footnotes does not need to be indicated. However, a single-spacing rule, as shown below, is applied to separate the notes.
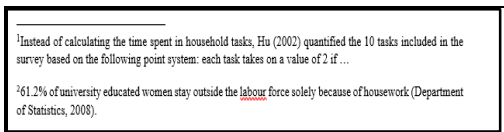
---

[1]Instead of calculating the time spent in household tasks, Hu (2002) quantified the 10 tasks included in the survey based on the following point system: each task takes on a value of 2 if …

[2]61.2% of university educated women stay outside the labour force solely because of housework (Department of Statistics, 2008).

Figure 11.3: Footnote

Arabic numerals should be used to number all footnotes. Students may either number notes sequentially within each chapter, starting with number 1 for the first note in each chapter, or notes may be numbered consecutively throughout the entire report. The Arabic numerals will be in superscript format. This can be automatically formatted when clicking on Table Tool References tab in MS Word, followed by Footnotes, and a dialog box is opened.
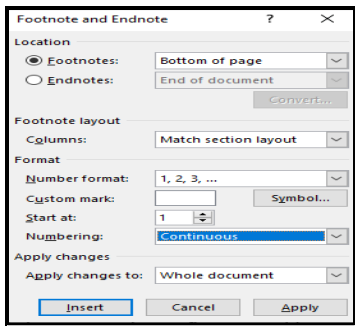
Figure 11.4: Footnote and endnote dialog box

The following example demonstrates the rule for placing a footnote:

> Researchers in UNIMAS examined - over 2 year[1] - the effects of cultural diversity.[2]

Figure 11.5: Placing a footnote

Note that a footnote numbering is placed after the punctuation. If there is a dash or parenthesis, the superscript should be placed before the dash and inside the parenthesis.

<u>Numbers Use in Text</u>

In writing your FYP, words are commonly used in the text to describe when the number is smaller than 10. For example, instead of using the numeral 5, we write 'five'. Any numbers greater than 10, on the other hand, are to be written in Arabic numerals (e.g. 30 informants).

In addition, it is not a good idea to begin sentences with a numeral, instead, they may begin along this line:

- Nearly half (49%) of the respondents surveyed was married.
- Almost all (98%) of the married respondents ever used contraceptive method.
- Two-third of the respondents reported that their spouses are currently working full-time.

Nonetheless, there are exceptions to the above guidelines. The following examples illustrate that numbers are always stated in numerals.

➢ When comparing lower to higher numbers, e.g. 5 out of 50 respondents
➢ When grouping similar statements, e.g. 10 Malays, 25 Indians, 4 Chinese
➢ When they immediately precede a unit of measurement, e.g. 10km, 5mg
➢ When they represent statistical or mathematical functions, e.g. 3%, 0.25 of the ..., the 2nd quartile, a ratio of 1:6, 4 times
➢ When they represent time, date, ages, size, etc, e.g. 1 hour 37 minutes, at 10.40 am, 5-year-old, 10-pecentage points higher, about 9 months, 3 decades
➢ When they show a specific place in numbered series, e.g. Table 5, page 60, grade 4

Decimal Fractions

The decimal point should be preceded by a zero with numbers less than 1 when the value can practically have a number that exceeds 1 (e.g., 0.81 cm, RM 0.85).

However, zero is omitted before a decimal fraction when the number cannot exceed 1 (for example, levels of significance ($p < .25$), correlation coefficient (e.g. $r = -.64$, $r = .86$), proportions (.03).

With the exception of significant level (p values), most statistical results in the FYP text are rounded to two decimal places.

<u>Statistical Symbols</u>

All statistical symbols that are Greek letters related, subscripts, superscripts, and abbreviations, are written using a standard typeface. This also applied to the contents of tables and figures. For instance: ⍺, β, μ_{male} = μ_{female}, $\log_{10}$, MSE.

Other statistical symbols, such as *t, F,* ⍺^{2}*, N, n, df, p* < .001*, M* (mean)*, SD* (standard deviation) should be italicized.

In equations, always leave a space before and after = (equal), > (greater than), ≥ (greater than or equal), < (less than) or ≤ (less than or equal) signs. For instance: *t*(100) = 1.96, *p* < .025. The number in the parenthesis indicates the degree of freedom.

The following examples illustrate how to report data analyses for statistical results, such as *t* test, *F* test, chi-square test, proportion and so on in the FYP text.

➢ The students surveyed in this study in general did well in their academic achievement (M = 3.15, SD = 1.42).
➢ Men are relatively older than their female counterparts. On average, men are 25.34 years (SD = 2.54) while women are 23.62 (SD = 3.05). However, the age difference is not statistically significant based on an independent sample t test, t(44) = 1.23, p < .09.
➢ Based on the chi-square test, the study found that the percentage of those currently working is significantly associated with one's gender, ⍺2(1, n = 90) = 7.87, p < .005. Women, unsurprisingly, are less likely to work compare to men. In reporting chi-square result, the degree of freedom and sample size are stated in the parenthesis.
➢ A positive and moderate correlation is observed between years of education and income, r(55) = .49, p < .01.

Consistent with past studies, our finding suggests that when there are more women represented on board, financial performance tends to increase (*r* = .05, 95% *CI* [.03, .06]).

<u>Headings</u>

The purpose of headings is to guide readers about the expected content within a chapter in the FYP. In other words, headings indicate the structure of the work. The levels, ranging from one to five, are organized by levels of subordination. Each section of the text should start with the highest level of heading, but heading is not applicable for chapters. The title of a chapter must be capitalized, bold and centred.

The following table shows the format for all five levels of headings.

Level	Heading format
1	**Centered, Bold, Title Case Heading** Text starts on a new line (indent first line)
2	**Left-aligned, Bold, Title Case Heading** Text starts on a new line (indent first line)
3	**Left-aligned, Bold, Italic, Title Case Heading** Text starts on a new line (indent first line)
4	**Indented, Bold, Title Case Heading ending with a Period.** Text begins on the same line
5	**Indented, Bold, Italic, Title Case Heading ending with a Period.** Text begins on the same line

Source: https://www.scribbr.com/apa-style/apa-headings/

Figure 11.6: Levels of headings

Note: Title case implies that the first word, words with four or more letters, and all "major words" (nouns, verbs, adjectives, adverbs, and pronouns) should be capitalized.

For instance:

Figure 11.7: Headings

As adjustments to text and spacing will affect where headings appear on the page, it is the responsibilities of students to ensure that headings are not left hanging at the bottom of a page. If it happens, they should either be moved down or up. This is something that students have to pay close attention to at the end of formatting process.

In addition, headings must have the same font size as the body text, i.e. 12-point Times New Roman and Arabic numerals will be added to the headings of levels 2 to 5.

<u>Tables, Figures and Graphs</u>

Arabic numerals must be used to number all tables and figures. You may number tables and figures sequentially within each chapter, starting with number 1 for the first table or figure in each chapter.

When a table or figure is used in the body text discussion, it should appear as near as possible to the text discussed to make it easier for readers to relate. If the whole table or figure does not fit on the page where it is first discussed, place it on the next page. You may change the portrait-oriented page to landscape in order to accommodate the results of a table and figure.

However, a table length may span more than one page. In this situation, the word appears on the last line of the table before the break – this goes for each page where a break occurs. The table's headings must be repeated at the top of each new page.

For each table and figure, a caption (title) is needed to notify readers what it contains. The position of a caption, however, varies between a table and a figure. For a table, it is placed above the table body while a title of figure is placed at the bottom.

For a note (if relevant), it should be indicated below the table or figure body using a superscript lower-case letter. For significance values and other statistical data, asterisks should be used. Likewise, sources of tables and figures should be cited.

Example of an organization of tables:

Table 1.1: Ethnic and gender profile of study participants

Gender	Ethnicity			
	Chinese	Bumiputra[a]	Indian	Total
Women	64	55	2	121 (60%)
Men	47	33	2	82 (40%)
Total	111 (55%)	88 (43%)	4 (2%)	203 (100%)

Source: Hew and Goy (2015, Table 1: 30).
a Refers to Malay and native Sarawakians.

Left-aligned

Centered

Figure 11.8: Organization of a table

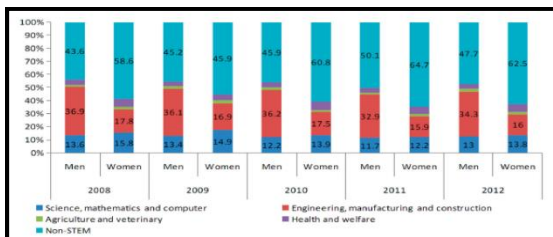Example of organization of figures:

Figure 11.9: Organization of a figure

Note that when a table or a figure is included, do not repeat the same information as shown in the content of the table or figure. For instance, out of 121 women, 64 are Chinese, 55 are Bumiputras while two are Indians (Table 1.1). Instead, reports can be written like this: most of the women are Chinese, Bumiputra accounts for another 45.5% and Indian make up the lowest percentage.

12. **Writing Style**

You may write in Malay or English. The priority is on clarity of sentences, transparency of meanings and correct use and selection of words, sentence structure and paragraphing. The rule of thumb is to write in a third person singular passive to denote an objective distance, for example:

> "The study found there has been a prolific use of disinformation in creating a sense of moral panic relating to the cases of religious conversion".

However, certain fields in social science allows a limited use of a first-person pronoun to convey the role of researcher as producer of knowledge, for example:

> "Based on the findings, I argue that similar use of disinformation could also be extended to other forms of moral panic scenarios, such as on divorce and sexuality".

13. **Supporting Materials**

You may find samples referred in 11. **Format and Layout** in the following pages.

Faculty of Social Sciences and Humanities

TITLE

STUDENT NAME

MATRIC NUMBER

Bachelor of Social Sciences and Humanities with Honours
(Program name)
2021

13.1: Front Cover

TITLE

This graduation exercise is submitted in partial fulfillment of requirement for the
degree of Bachelor of Social Sciences and Humanities (with Honours)

(Program Name)

Faculty of Social Sciences and Humanities

UNIVERSITY MALAYSIA SARAWAK

202X

13.2: Title Page

Grade: _____

Please tick (√)	
Final Year Project Report	
Masters	
PhD	

DECLARATION OF ORIGINAL WORK

This declaration is made on the ___ day of ____202X.

Student's Declaration

I _____ (INDICATE STUDENT NAME AND MATRIC NUMBER) hereby declare that the work entitled, _____ (TITLE OF FYP) is my original work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person. _____ _____

Date submitted   Student name and matric number

Supervisor's Declaration

I _____ (INDICATE NAME OF SUPERVISOR) hereby certifies that the work entitled, _____ (TITLE OF FYP) was prepared by the above named student, and was submitted to the _____ (NAME OF FACULTY) as a *partial/full fulfillment for the conferment of _____(INDICATE THE DEGREE), and the aforementioned work, to the best of my knowledge, is the said student's work.

Received for examination by: _____   Date: _____
                              (Name of supervisor)

ii

I declare this Project/Thesis is classified as (Please tick (√)):

☐ **CONFIDENTIAL (Contains confidential information under the Official Secret Act 1972)***

☐ **RESTRICTED (Contains restricted information as specified by the organisation where research was done**

☐**OPEN ACCESS**

Validation of Project/Thesis

I therefore duly affirmed with free consent and willingness declared that this said Project/ Thesis shall be placed officially in the Centre for Academic Information Services with the abide interest and rights as follows:

- This Project/Thesis is the sole legal property of Universiti Malaysia Sarawak (UNIMAS).
- The Centre for Academic Information Services has the lawful right to make copies for the purpose of academic and research only and not for other purpose.
- The Centre for Academic Information Services has the lawful right to digitise the content to for the Local Content Database.
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis for academic exchange between Higher Learning Institute.
- No dispute or any claim shall arise from the student itself neither third party on this Project/Thesis once it becomes sole property of UNIMAS.
- This Project/Thesis or any material, data and information related to it shall not be distributed, published or disclosed to any party by the student except with UNIMAS permission.

_____

_____
    Student's signature   Supervisor's signature
    Date: Date:

Current Address: _____

Notes: * If the Project/Thesis is CONFIDENTIAL or RESTRICTED, please attach together as annexure a letter from the organisation with the period and reasons of confidentiality and restriction.

[The instrument was duly prepared by The Centre for Academic Information Services]

iii

13.3 Declaration of original work

3 5

ACKNOWLEDGEMENT

I would like to express my gratitude to Universiti Malaysia Sarawak for the opportunity to enroll in the ███████████ Program in UNIMAS. The 3 years spent in my undergraduate study was indeed immeasurable.

Gratefully, with endless consultation, guidance and support from my supervisor, ████████, I am able to complete this research project with a firm direction. The choosing of research topic and design, literature and data collection was indeed time consuming and challenging. I am indebted to her patience while guiding us individually or in-group, especially during this unprecedented time of COVID-19. Her immense knowledge on conducting research and clear explanation has made the writing and completing of this FYP an enjoyable journey.

Besides that, I would like to thank all my FYP teammates, especially ████████, my beloved friends ██████ and ████████ for the sharing of knowledge and support of each other throughout this process. Last but not least, my gratitude also goes to my family members, especially my parents, for their understanding, advice and endless support in the completion of this research.

iv

13.4: Acknowledgement

3 6

ABSTRACT

Malaysia has shown a trend of vaccination refusal and vaccine hesitancy among parents which was detected during the outbreak of polio and measles in 2019 after being cleared of those diseases for 27 years. This study provides an overview of the Malaysian youth general understanding on the issues related to anti-vaccination movement by identifying the influence of the social media on their perspective besides exploring contributing factors of anti-vaccination movement in Malaysia and its impact on societies. The study also covers the discourse regarding the denial of children' rights to vaccination by their parents vis-s-vis the rights of parents to make decisions to reject vaccination for their children as well as the rights of the public community to live in a healthy and safe environment. The perspective from the youth group is critical to this study since they are the future of the nation who will become leaders with the capacity to make decisions and policies. Not only are they at the marriage and child bearing age, they are also the most active social media users where the anti-vaccination propaganda is most widespread. This study employs mixed method in data collection with online survey done through Google Form as the main research instrument. Overall, this research is carried out to create awareness among the youth on rising issues involving the anti-vaccination movement.

Keywords: anti-vaccination movement, Malaysian youth, public health, human rights

13.5 (a): Abstract (English)

ABSTRAK

Malaysia telah menunjukkan tren penolakan vaksin dalam kalangan ibu bapa yang dikesan dengan kemunculan semula penyakit campak dan polio setelah negara diisytiharkan bebas daripada penyakit-penyakit tersebut selama 27 tahun. Kajian ini memberikan gambaran am tentang kefahaman belia di Malaysia tentang isu-isu berkaitan pergerakan anti-vaksinasi dengan mengenal pasti pengaruh media sosial terhadap perspektif mereka berkenaan di samping meneroka faktor-faktor yang menyumbang kepada pergerakan anti-vaksin di Malaysia serta kesannya terhadap masyarakat. Kajian ini turut membincangkan perdebatan tentang isu di mana ibu bapa menafikan hak anak-anak untuk mendapatkan vaksinasi vis-a-vis hak ibu bapa membuat keputusan untuk tidak medapatkan vaksin serta hak masyarakat awam untuk hidup dalam persekitaran yang sihat dan selamat. Perspektif golongan belia adalah kritikal dalam kajian ini kerana mereka merupakan masa hadapan negara dan bakal menjadi pemimpin dengan keupayaan untuk membuat keputusan dan dasar. Bukan sahaja mereka berada pada umur yang sesuai untuk berkahwin dan mempunyai anak, malah mereka juga adalah pengguna media sosial paling aktif di mana propaganda anti-vaksinasi tersebar dengan luasnya. Kajian ini mendapatkan data secara mixed method dengan tinjauan atas talian menggunakan Google Form sebagai instrumen utama kajian. Secara keseluruhannya, kajian ini dilaksanakan bagi meningkatkan tahap kesedaran masyarakat tentang peningkatan isu-isu berkaitan pergerakan anti-vaksinasi di Malaysia.

Kata kunci: Pergerakan anti-vaksinasi, belia Malaysia, kesihatan awam, hak asasi manusia

13.5 (b): Abstrak (Malay)

TABLE OF CONTENTS

Chapter 1: Women's Participation in Small Medium Entreprises in Malaysia

Chapter 2: Literature Review

Chapter 3: Research Methodology

Chapter 4: Findings and Results

Chapter 5: Analysis and Conclusion

References

Appendix

13.6: Table of Contents

List of Acronyms

AMC	Asia-Pacific Maritime Management Conference
ASEAN	Association of Southeast Asian Nations
COC	Code of Conduct
DOC	Declaration of Conduct
EEZ	Exclusive Economic Zone
JWG-DOC	Joint Working Group on the Implementation of the Declaration on the Conduct of Parties in the South China Sea
PLAN	Pebbles Liberation Army Navy
PRC	People's Republic of China
SCS	South China Sea
TAC	Treaty of Amity and Cooperation
TPP	Trans-Pacific Partnership
UNCLOS	United Nations Convention on the Law of the Sea

ix

13.7: List of acronyms

List of Tables

x

13.8: List of Tables

List of Figures

13.9: List of Figures

References

Ainslie, M.J, Limpura, S.D & Lim, B.Y. (2017). Understanding the Hallyu backlash in Southeast Asia. *Kritika Kultura, 2*8, 63-91.

Gan, X.N. (2019). *A qualitative study on the soft power of Korean popular culture on consumer behaviour in Malaysia*. Faculty of Arts and Social Science Universiti Tunku Abdul Rahman. http://eprints.utar.edu.my/3479/1/fyp_JR_2019_GXN.pdf

Kiymet, Y. & Murat, C. (2016). Soft Power concept and Soft Power Indexes. *Department of Economics Istanbul Turkey, 1*, 395-409.

Lenna, L. S. Y, & Isabelle, R. (2021). The BTS Storm in Malaysia: Which Brand Collaboration Got the Most Attention? iPrice. https://iprice.my/trends/insights/the-bts-storm-in-malaysia-which-brand-collaboration-got-the-most-attention/.

Martin Roll. (2020). Korean Wave (Hallyu) – The Rise of Korea's Cultural Economy & Pop Culture. *MartinRoll*. https://martinroll.com/resources/articles/asia/korean-wave-hallyu-the-rise-of-koreas-cultural-economy-pop-culture/.

Nadhirah H. Rodzi, Tan Hui Yee & Raul Dancel. (2020). Streaming battle in South-east Asia: Who's watching what. *The Straits Time*. https://www.straitstimes.com/asia/se-asia/whos-watching-what-in-south-east-asia.

Soo, H. J. (2012). The Korean Wave and Its Implications for the Korea-China Relationship. Journal of International and Area Studies, 19(2), 97-113.

TechNave. (2020). Samsung received 5 best awards and got first place in Asia's Top 1000 Brands 2020. *TechNave*. https://technave.com/gadget/Samsung-received-5-best-awards-and-got-first-place-in-Asia-s-Top-1000-Brands-2020-19326.html.

The Jakarta Post. (2020). 'Let's dream again': BTS delivers speech at 75th UN General Assembly. *The Jakarta Post*. https://www.thejakartapost.com/life/2020/09/24/lets-dream-again-bts-delivers-speech-at-75th-un-general-assembly.html

13.10: References

Summary

The formatting, layout and writing style are technical requirement for a formal document such as your FYP. The technical entails more than just a rule. Standardization is meant to increase uniformity and reduce the unnecessary judgment that may impose themselves should the rule is unavailable. Another connotation underlying the technical relates to attention to details – a skill that a researcher is expected to develop throughout the research process. Learn the rules and adhere to them as much as you can.

Part 4

REFERENCES AND RESEARCH ETHICS

Your Final Year Project is a scientific research. Being scientific, your FYP must have evidence to prove your arguments and to support your claims. The evidence sourced from either books, journal articles, official reports, websites, and key informants must be acknowledged because you are ethical and you believe in academic integrity.

You cite and make references when you paraphrased, synthesized, summarized or directly quoted other people's works. Furthermore, your references will help your readers to verify your evidence and to examine its reliability.

At every stages of your research process, from topic selection to identifying problem, data collection and analysis, you are expected to incorporate ethical principles of honesty, responsibility and objectivity. By developing the habits of academic integrity, you are building a personality of a professional and decent person.

14. References

After spending two years in their respective programs, reading articles, book chapters or newspaper cuttings is not something new to students. In producing a quality piece of work assigned by lecturers, numerous sources are referred. While citing the work of others is a good practice to show the breadth and depth of arguments articulated, we must acknowledge the work of others and more importantly, to avoid the accusation of plagiarism as well as allow readers to find the cited materials. In doing so, all in-text citations must be included in full in the reference list that normally appears at the end of the FYP.

Nonetheless, citation styles vary among journals, publishers and even within a specific field of study. This implies that there is no 'one size fits all' rule. Nonetheless, a uniform reference system based on the American Psychological Association (APA) style is recommended across programs in the faculty. For a better understanding and step by step guide to do in-text citations and references, refer to the Publication Manual of the American Psychological Association 7th Edition (2020).

Book

Single author

Ismail, Z. (2019). *Defining Moments, a Memoir - Zawawi Ismail*. UNIMAS Publisher.

Multiple authors

Ahmad, S.S., Kassim, D.H., Hassan, Z., Wong, S.K., Karubi, P. & Peton,J. (2019). *Orang Asal Semai dan Temiar di Pahang dan Kelantan Semenanjung Malaysia: Sejarah Budaya dan Bahasa*. UNIMAS Publisher.

Book chapter in an edited volume

Aini, N. (2017). Stakan: Much Ado About Postal Votes? In M.L. Weiss & A. Puyok (Eds.), *Electoral dynamics in Sarawak: Contesting developmentalism and rights* (pp. 45-68). ISEAS-Yusof Ishak Institute.

Hashim, H. (2015). "You should save money for your new home rather than spending it on new electrical items...": Managing the "subjective" self as an

"objective" qualitative researcher. In C. Hense, G. McKibbin, J. McLeod, C. Phillips & S. Rudolph (Eds.), *Researching for social change: Ethics, methodologies and responsibility*, (pp.45-55). Melbourne Social Equity Institute.

Multiple editors

Egay, K & Hew, C.S. (Eds.) (2018). *Beyond romance: Fieldwork in Sarawak*. Strategic Information & Research Development Centre.

Journal articles and periodicals

Single author

Lumayag, I.A. (2020). Foreign Labour Migration in Sarawak, East Malaysia. *International Migration*, *1*(1), 1-15. https://doi.org/10.1111/imig.12707

Multiple authors

Ahmad Ishak, S.Z., Yaakub, A.N., Awang Daud, A.I., Hussin, S.H., & Yusuf, A. (2021). Constraints affecting the increase of Sago production: A case of Melanau rural youth's participation in Sago industry in Sarawak, Malaysia. *International Journal of Academic Research in Business and Social Sciences, 11*(14), *51-70.*

Working Paper

Lembang, D., Mersat, N.I., and Sanggin, S. (2014). PRU13: Isu dan Pola Pengundian di Kawasan Luar Bandar di Sarawak. *FSS Working Paper Series*, *No.66* (Feb 2014). http://ir.unimas.my/id/eprint/3058 .

If a DOI is available, it should be used instead of the publisher information. For instance:

Puyok, A. & Sukhani, P.R. (2020). Sabah: breakthrough in the fixed deposit state. *The Round Table*, *109*(2), 209-224, DOI: 10.1080/00358533.2020.1741888

Newspaper Articles

Kiai, S.B.K. (2016, June 12). Social survey to solve political impasse of the nine partyless ADUN members? *Sarawak Voice*. https://sarawakvoice.com/2016/06/12/social-survey-to-solve-political-impasse-of-the-nine-partyless-adun-members/

Websites

The Latest on Southeast Asia (2021, 10 June). https://www.csis.org/blogs/latest-southeast-asia/ latest-southeast-asia-june-10-2021. Accessed 24 June 2021.

Reference Management Software

There is numerous reference management software out there. Some are free and some are not. Some very good ones require you to pay to optimize the features but could be accessible for free with very basic functions. The two most used reference manager software are Endnote and Mendeley. Endnote requires payment before one can use it, while Mendeley can be downloaded and used for free.

Students can learn more about these softwares; there are a lot of materials published about them. In fact, online tutorials could be easily found to help students master the software in no time.

Here are some of the advantages of using reference management softwares in academic writing:

➢ Students can easily store their references in one place; it will serve as their own personal library. One can easily track the information of the book/paper/website whenever needed.
➢ UNIMAS uses the APA style of referencing. Students can set the software to display the list of references in APA style for any type of resources provided they are stored correctly in the Endnote/Mendeley library.
➢ The use of a reference manager will ensure that the in-text citations correspond with the list of references. Once installed, there will be a plug-in added to MS Word and this feature allows users to cite as they write. In other words, the list of references will be revised automatically along with

the in-text citations that are included/excluded using the software as one writes.

Figure 14.1: Reference manager

15. Citations

In-text citations

When citing a reference in the body text of the report, use only the given name (surname) of the author, followed by the year of publication. The following formats are commonly found in the text:

Name of the author becomes part of the sentence/narrative (nonparenthetical format), such as:

     i. Single author - Masron (2021) suggests that …
     ii. Two authors - Ling and Mas'ud (2019) found that …
     iii. Three authors and above – Sivabalan et al. (2020) …

When several papers of the same author(s) and from the same year are cited in the FYP, the letters a, b, c, etc. should be used and put after the year of publication. For example:

     i. Salleh and Mohamad (2020a)
     ii. Salleh and Mohamad (2020b)

For multiple citations within a parenthesis, the citation should be arranged chronologically:

     (Eden, 2019; Awang Hamdan & Dolhadi, 2020).

Note that we separate each reference with a semi-colon. In addition, for two authors' names within a parenthetic citation, we use '&' in contrast to 'and' when two authors' names are part of the narrative in the sentence. We refer three or more authors as (Sebli et al., 2020).

For sources without date, use n.d. to replace year of publication. For example, Saidi (n.d.). For sources with no author, use the title in place of author, such as (OECD, 2020).

Direct quote

If a direct quote is cited, include the page number after the year of publication, and put the quotes in quotation marks. For instance:

> Mersat (2017) suggests that the Kuala Lumpur and Sarawak/Sabah relations underwent changes when the BN failed to secure a two-thirds majority in parliament after losing five states in the 2008 general election. According to him, "…BN leaders started to depend on votes from Sarawak and Sabah to remain in power" (p.223).

> A study on centre-state relations in the Malaysian Federation indicates that "centre-state relations began to change after the 2008 general election when the BN lost in five states" (Mersat, 2017, p.223), leading to it losing a two thirds majority in parliament.

When a direct quotation has more than 40 words, we display the quote as an indented block of text without quotation marks and include the authors' names, year, and page number in parentheses at the end of the quote. For example:

> Centre-state relations began to change after the 2008 general election when the BN lost five states and failed to secure a two-thirds majority in parliament. Due to declining support for the BN in Peninsular Malaysia, BN leaders started to depend on votes from Sarawak and Sabah to remain in power (Mersat, 2017, p.223).

Secondary Source (Indirect Quote)

For sources that you have not actually seen but are referred to in another work, cite both the original source and the secondary source where you read it. For instance:

"Kaur (2008), quoted in Azhar (2018), p.78) gives an excellent argument of the above contentious subject…"

Citation Generator

Citation generator is another option that students often use in academic writing. Unlike reference manager, the function of the citation generator is limited to generating references in a style of the student's choice (e.g., APA, Harvard, MLA) and the student needs to copy and paste the citation into the FYP. The commonly used citation generators include MyBib and Google Scholar. You can also use Bibliography.com to create citation or start their bibliography.

Figure 15.1: Citation generator

16. Research Ethics

Research ethics is a set of principles, standards and procedures that guide the conduct of researchers during research process. The Faculty of Social Sciences and Humanities issued Guidelines on Research Ethics that underline the principles, standards and procedures:

➢ Respect
Respect for people of the same or different cultures is the most important principle in ethical behavior. Cultural misunderstandings and misinterpretations can become serious obstacles to research. Thus, empathy is important in all cultural and linguistic situations. Respondents and research subjects have a right to self-determination irrespective of cultural context. However, this does not imply blind acceptance of practices which violate human rights. Violation of human rights is never acceptable in any context be it research, development projects or otherwise.

➢ Non-discrimination
The second pillar of an ethical framework is non-discrimination. There should be no discrimination on the grounds of class, gender, age, ethnicity, religion/belief system, sexual orientation, and physical characteristics such as disability. Fairness is important in the treatment of all respondents as well as hired research assistants.

➢ Informed consent
Potential respondents should be informed of the research goals, methods, outcomes, and sponsors prior to the start of the project. Their agreement must be sought. Transparency and disclosure are important pillars accompanying informed consent. Researchers must be open and transparent about the tangible and intangible impact of their work especially when the results of the research are disseminated. In other words, there should not be a hidden agenda. Honesty is paramount. No deception must be involved. Explicit understanding of access to data (regardless of its medium), its ownership and the dissemination of findings must be decided before the research begins. The only arena where consent is not necessary is when the researcher is observing an event in a public space/place.

➢ Confidentiality

The identity of respondents and research subjects must be protected using pseudonyms. Responsible sharing of findings is important so as not jeopardy the interest of respondents. However, violations of human rights and other criminal acts are not included in this principle of non-disclosure of confidentiality.

➢ Do no harm

The principle of 'do no harm' is very important. This prevents any unintended negative consequences of research. This is particularly so for people who are vulnerable like women, children, senior citizens, the disabled, the disadvantaged and minority groups subject to discrimination. When there is competing ethical considerations amongst research participants, research sponsors, professional colleagues and others, the primary obligation is to research participants with the over-riding principle of "do no harm". The principle of "do no harm" also includes preservation and protection of historical artefacts, personal records of respondents such as old photographs which are irreplaceable. In other words, conservation, protection, stewardship of records are important ethical obligations.

➢ Benefits

The positive is to do the greatest possible good to others. In other words, not only should the research not bring harm, but the researcher should endeavour to bring benefit to the target group being researched. This is particularly so if the respondents could suffer losses if they render their help to the researcher. Poor respondents should not be expected to donate their valuable time to the researcher when they need the time to earn a living. The researcher has to be conscious of the long-term impact of their actions on the individuals and communities that they study.

➢ Misconduct

Research projects should also be free of all elements of corruption in order to "speed things up" or to get the information required. When they see evidence of research misconduct, they are obliged to report it to the relevant authorities.

➢ Plagiarism

Researchers must not plagiarize, falsify, and fabricate research data or knowingly misrepresent information or its source. They are obliged to give credit for the authorship of ideas where appropriate. The following section elaborates further on plagiarism.

17. Plagiarism

You should not plagiarize other people's ideas, writing, data, or inventions. Plagiarism is interpreted to include:

> ➢ The act of taking other people's idea, writing, data or inventions and claiming those as their own, or
> ➢ Any attempt to make or the act of making or passing off other people's work as their own.

You are considered to commit the act of plagiarizing under these circumstances:

> ➢ Publish any abstracts or summary, scientific or academic paper, a book or part of a book written by several people as their own;
> ➢ Quote academic data based on research with other people, such as laboratory of fieldwork findings, whether published or not, and the data as part of their academic research without acknowledging the others or the original source;
> ➢ Copy other people's idea or work in any form, either written, printed, or electronic, in slides form, teaching materials or research instruments, and claim those as their own either directly or indirectly;
> ➢ Translate whole or part of other people's writings or inventions and present the translated version in any form as their own;
> ➢ Quote, paraphrase or change other people's ideas from writings or inventions and rearrange the ideas in any form without proper referencing.
> ➢ Copy and paste without paraphrasing and without credit given to the source.

You are required to use *Turnitin* software to run a plagiarism check of your work prior to submission of work. The software could be found on e-LEAP. The range of similarities should not be more than 25% excluding references. When a high degree of plagiarism detected in your FYP, the supervisor is empowered to impose an appropriate penalty, or you will be reported to UNIMAS Disciplinary Committee.
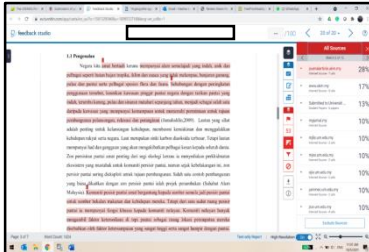
Figure 17.1: Evidence of copy and paste detected using *Turnitin*

Summary

Research ethics are important to all scientific research because researchers are generally associated with professionalism and integrity. This placed researcher in a position of trust in the eyes of society. Failure to uphold the trust, due to either ignorance, lackadaisical or intentional malice is a breach of the social trust. You must keep in mind that you are researcher working on your final year project and are expected to keep up with the expectation of responsibility, integrity and professionalism.

Part 5

SUBMISSION

There are few more steps you need to go through before your work can be finally submitted. Students tend to ignore the importance of cleaning up their work by giving it another round of reading and editing. A work that is neat, clear and organized gives a strong first impression to your examiner. It also speaks of your attention to detail and diligence in seeing the work through.

You will find information here on what you need to do for submission, the checklist, and the assessment of your final year project.

18. Presentation

Oral presentation is your opportunity to convince your supervisor-examiner that you know what you are doing (FYP1) and you understood what you have done (FYP2). Verbal communication is a different skill set from written communication. You must appear neat, confident, and polite. Use the language you are most able to converse. Show your ability in summarizing ideas using suitable and attractive presentation aids like slides, maps, and photographs (if relevant). Your examiner will evaluate your credibility in communicating your research project and the extent you are able to convince her/him of the merit of your research.

You are advised to structure your presentation logically. For FYP1, the outline of your presentation may appear as follows:

    i.   Background of topic
    ii. Problem statement
    iii. Literature review
    iv. Research objectives
    v.   Research question
    vi. Data collection plan: milestone, instrument, procedure

For FYP2, you are required you to present the overall research project. Unlike FYP1 content which is of a tentative and in-progress nature, your presentation for FYP2 reveals the extent of your overall grasp of the subject-matter. The structure of FYP2 presentation may look like this:

    i.   The problem statement, research question and objectives
    ii. Data findings and analysis
    iii. Contribution of your study
    iv. Recommendation (if relevant)
    v.   The new knowledge you gained from the study
    vi. Reflection on research process

You must be prepared for questionings. Take the questions positively. Your supervisor-examiner wants clarification and the questions help you to think clearly and work better.

Common mistakes made by students during presentation:

> ➢ Cut and paste from your FYP report. It gives the impression you are not serious.
> ➢ Crowd the slides with words and long sentences. It gives the idea you don't know what you are talking.
> ➢ Reading directly from the slides. When you are doing this, you are just reading and not presenting.
> ➢ No eye-contact. It shows you lacked confidence and just want to finish the presentation soonest.
> ➢ Getting defensive with questions. It shows you lacked confidence and know very little about your topic.

19. Submission

Adhere to the deadline set by your supervisor. Students who could not abide by the deadline usually face a situation which could have been avoided had adequate planning and self-discipline was put in place. Problems like missing softcopy document, computer breakdown and internet disruption were common reasons given by students who were unable to submit on time.

Another sign of indiscipline and poor planning is a hastily stitched up work. This could be seen by missing compulsory parts like abstract or acknowledgement, poor formatting, and wrongly placed section. A simple proofing could have caught the issues and resolved them in time for submission.

The final two weeks before submission is a crucial time frame for tidying up your work. Read every chapter and make amendments when needed to make sure the chapters appear inter-related. You must return to the earlier chapters, especially chapter one and two because you will find new information after completing your data collection.

20. Checklist

To assist your preparation for submission, do consult the checklist provided.

Items	Comment
Cover Page	Faculty color is Maroon with university logo and name of faculty (Font16) FYP title - bold and uppercase (Font 14) Student's name - bold and uppercase (Font 12) Matric number - bold (Font 12) Degree - bold and lowercase (Font 12) Year - bold (Font 12)
FYP Spine	The FYP title and year written sideways, boldface and uppercase (F12). A 1 cm wide maroon line separates the title from the year
Title Page	Title page should not be numbered (even though technically it is page i) FYP title - upper case and double spacing (F14) Statement of degree fulfillment - small case and single spacing (F12) Faculty's name - small case (F12) University's name - uppercase (F12) Year - Font 12
Declaration of Original Work	Page ii Fill in the necessary details, sign and date it. Submit the hardbound copy to the supervisor for his/her signature
Acknowledgement	Page iv Limit the acknowledgement text to one page Text is written in Font 12 and double spaced
Abstract (English)	Page v Length of abstract is less than 300 words Text is to be written in Font 12 and double spaced A few selected keywords are listed at the bottom of the abstract
Abstract (BM)	Page vi The font style of the translated abstract should be in Italics

Table of Contents	Page vii onwards The chapters, titles of sections, and subheadings along with page numbers should be listed in the Table of Contents
List of Acronyms	Page in roman numerals continue from table of content List all the acronyms or abbreviations used inside the text and their full meanings
List of Tables	Page in roman numerals continue from list of acronyms List consists of the exact titles of tables in the FYP All tables to be numbered sequentially throughout the text
List of Figures	Page in roman numerals continue from list of tables List consists of the exact titles of figures in the FYP All figures to be numbered sequentially throughout the text

Figure 20.1: Checklist

21. Assessment

Your examiner will assess your final year project based on three components: your weekly progress, your verbal presentation and the submitted full manuscript.

The marking criteria are standardized and applicable to all students irrespective of the supervisor/examiner. The criteria reflect your ability at conducting independent research, the progress in your understanding of the subject matter, and your commitment and discipline throughout the research process.

The documents consulted by your examiner when assessing your work is enclosed.

CLO 1 Organize the use of common research methods in the social sciences (A4)
CLO 2 Produce a research proposal in areas relevant to social sciences (C5)
CLO 3 Demonstrate the ethical responsibilities of a social researcher toward research participants (A3)

Student Details

Name	
Matric No.	

FYP Title

Title	

Supervisor

Name	

Continuous Assessment: Commitment and Presentation (50%)

No	Areas (Questions)	CLO1 (10%)	CLO2 (30%)	CLO3 (10%)	Total (50%)
1.a	Commitment and work ethic - Aptitude			/10	
1.b	Commitment and work ethic - Organization (5 marks)	/15			
2.a	Presentation of research proposal - Slide notes (10 marks)				
2.b	Presentation of research proposal		/25		
	Total				

Final Assessment: Final Year Project I: Research Proposal Report (50%)

No	Areas (Questions)	CLO1 (10%)	CLO2 (30%)	CLO3 (10%)	Total (50%)
3.a	Research proposal report - Format/Organization	/10			
3.b	Research proposal report - Content		/30		
3.c	Research proposal report - Ethical Responsibility			/10	
	Total				

Total Mark Continuous Assessment	/50
Total Mark Final assessment	/50
Total Marks and grade	/100 ( )

Figure 21.1: Final Year Project 1 marking criteria

CLO 1 Organize a range of complex research data (A4)

CLO 2 Produce an independent research project involving the collection of empirical data without neglecting ethical and humanitarian aspects. (C5)

CLO 3 Demonstrate ability to communicate and present ideas and findings in a variety of ways, for example, in writing, and orally either individually or as a team. (A3)

Student Details

Name	
Matric No.	

FYP Title

Title	

Supervisor

Name	

Continuous Assessment: Commitment and Presentation (50%)

No	Question	CLO1 (10%)	CLO2 (20%)	CLO3 (20%)	Total (50%)
2a.1 2b.1 2c.1	**Ongoing consultation with supervisor - Content** Progress week 1-4 (5 marks) Progress week 5-8 (5 marks) Progress week 9-12 (5 marks)		/20		
2a.2 2b.2 2c.2	**Ongoing consultation with supervisor – Ethics** Progress week 1-4 (1 mark) Progress week 5-8 (1 mark) Progress week 9-12 (1 mark)				
4a.1	Commitment and Work Ethics (2 marks)				
4	Commitment and Work Ethics – Aptitude (7 marks)	/7			
2a.3 2b.32 c.3	**Ongoing consultation with supervisor Organization** Progress week 1-4 (1 mark) Progress week 5-8 (1 mark) Progress week 9-12 (1 mark)	/3			
3a	FYPII Presentation			/20	
	Total				/50

Final Assessment: Final Year Project II: Research Report (50%)

No	Question	CLO1 (15%)	CLO2 (15%)	CLO3 (20%)	Total (50%)
1.a	Project Report (Progress include week 13-16) - Content	/15			
1.b	Project Report (Progress include week 13-16) - Content		/15		
1.c	Project Report (Progress include week 13-16) - Content			/20	
	Total				

Total Mark Continuous Assessment	/50
Total Mark Final assessment	/50
Total Marks and grade	/100 ( )

Figure 21.2: Final Year Project 2 marking criteria

Summary

The practical goal for most students when it comes to their FYP is to submit the work within a stipulated time to fulfil the requirement for graduation. Practical goal such as this does help you to focus and strategize your priority amidst other equally important tasks in your graduating semester. Practical goal, nonetheless, is 'value-free'. Supervisors should like to hope that their students also gain substantive outcomes, such as a change in perspective, a pursuit of inquisitive mind and the value of discipline and perseverance. Only then the finer lesson from your FYP journey lives on.

REFERENCES

For further information on topics explored in this book, you may consult these readings:

Bell, J., & Waters, S. (2018). *Doing your research project: A guide for first-time researchers*. McGraw-Hill Education.

Bryman, A. (2016). *Social research methods*. Oxford University Press.

Cottrell, S. (2017). *Critical thinking skills: Effective analysis, argument and reflection*. Macmillan International Higher Education.

Day, T. (2018). *Success in academic writing*. Palgrave Macmillan.

Greetham, B. (2019). *How to write your undergraduate dissertation*. Macmillan International Higher Education.

Pears, R., & Shields, G. J. (2019). *Cite them right: the essential referencing guide*. Macmillan International Higher Education.

Spickard, J. V. (2016). *Research basics: Design to data analysis in six steps*. Sage Publications.

Thomas, G. (2017). *How to do your research project: A guide for students*. Sage Publications

INDEX

PRACTICAL GUIDE FOR FINAL YEAR PROJECT IN SOCIAL SCIENCE

Final Year Project (FYP) is a research report made compulsory for final year students in social science. In this simple and easy to read book, student find essential information pertaining to the nature of FYP in social science. It provides guidance on selecting topic, organizing chapters, formatting and referencing as practised in the Faculty of Social Sciences. Every explanation is furnished with examples to help readers gain familiarity on the technical aspects of research report. This book is an ideal companion for all social science students who aims to do well and aspire to conduct their research ethically and responsibly.

Noor'ain Aini is a senior lecturer in the International Studies Program at the Faculty of Social Sciences and Humanities, Universiti Malaysia Sarawak. She received her MA in International Relations from the Flinders University of South Australia and her BA in Political Science from Mississippi State University, USA. Her area of specialization is on contemporary issues in international relations, North-South relations and impacts of socio-political issues on the local communities in developing countries.

Adam Andani Mohammed is a lecturer and researcher affiliated to the Social Work Program at the Faculty of Social Sciences and Humanities, Universiti Malaysia Sarawak. He has a PhD in Sociology and MSc in Sociology and Anthropology from the International Islamic University Malaysia (IIUM), and BA in Sociology with Political Science from the University of Ghana Legon. His research interests and publications include gender inequality, disability, domestic violence, migration, and rural development

Goy Siew Ching is a senior lecturer in the Industrial Relations and Labor Studies Program at the Faculty of Social Sciences and Humanities, Universiti Malaysia Sarawak. She obtained her PhD from Lancaster University, United Kingdom, and her BA and Master of Economics from University Malaya. Her research focuses on the labor market, education, and family.

Haslina Hashim is a senior lecturer in the Development Planning and Management Program at the Faculty of Social Sciences and Humanities, Universiti Malaysia Sarawak. She obtained her PhD in Geography from the

University of Melbourne, Australia. Haslina has been with UNIMAS since 2006. Her research interest includes housing, urbanization, environment, and social impact assessment with a focus on the Sarawak context.

Mohd. Shazani bin Masri is a lecturer in the Politics and Government Program, Faculty of Social Sciences and Humanities, Universiti Malaysia Sarawak. He received his MSc in Political Theory from the London School of Economics and Political Science, UK and his BA in Liberal Arts and Sciences (Political Science and Economics) from the University of Illinois at Urbana-Champaign, USA. His research interests and publications include political theory, Islamic thought and civilization, epistemology and Borneo studies.

Sharifah Sophia is a lecturer in the Anthropology and Sociology Program at the Faculty of Social Sciences and Humanities, Universiti Malaysia Sarawak. She obtained her PhD from Durham University, United Kingdom, and her BA from International Islamic University Malaysia (IIUM). Her areas of interest are cultural studies, colonial and postcolonialism.