ABSTRACT
The purpose of the study was to analyze students’ dissertations in agricultural Education (AE) at the University of Swaziland (UNISWA), Faculty of Agriculture that were completed between 1995 and 2000. Through the use of on-line public access catalogue [OPAC] and the card catalogues, one hundred and twelve [112] students’ dissertations were identified and analyzed. The analysis criteria included the following methodology components: research design, target population, instrument, data analysis, and determination of whether statistics was used to analyze data. The findings of the study revealed that the students used different research designs with descriptive research being used the most (68%) followed by correlational design (19%) and the least used designs were the ex post facto, quasi experimental and historical; a majority of the target audience were teachers, UNISWA students, head teachers, and pupils; a questionnaire was the most popular data collecting device (73%), nominal group technique, special data collecting form, Delphi technique or modified Delphi technique, interviews and Florida Taxonomy of Cognitive Behaviour were least used to gather data. It was recommended that students should be encouraged to use other research designs, vary their target population, and use varied data collecting tools. Finally, that courses that are related to research and taught to students should service students’ research projects.