The Word-A.C.A.I.D System: A Methodology Framework for Postgraduate Research Praxis

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Abstract:

This presentation is based on the article I wrote ((Lebese, 2018) where the A.C.A.I.D system was confirmed as directing human behavior in all situations. The A.C.A.I.D concept is an acronym. A stands for Attention, C for Consideration, A for Action, I for Internalisation and D for duplication. I developed the system over a period of twenty years as an impirical study, to answer a question: Why do I do what I do when I do what I do? Every behavior I exhibited followed specific steps from idea through to duplication. Once completed, I unobtrusively checked if other human beings behaved similarly. Without fail I observed that the A.C.A.I.D is a system that all humans knowingly and unknowingly follow. Through the system I could easily predict how the learners I was teaching could behave in particular situations. Also, I could assist learners who wanted change in their behaviors to know at what stage in the system that change was possible.

The postgraduate scholar behaves in a predetermined manner in the research activity. Those behaviors follow an accepted protocol which invariably goes through all the stages of the A.C.A.I.D system. It starts with an idea through to the duplication step which I call "The idea on legs". When it gets to this stage, it goes back to the beginning and sold as an idea. The system is cyclical.

Consequently, in line with WCQR: New knowledge and innovation through research, the A.C.A.I.D system as a framework helps the postgraduate researcher to follow an acceptable research praxis from idea interrogation through all the stages to realms beyond the observable parameters. This leads the scholar to go beyond known realities after carefully following the acceptable predictable methodologis through research.

Orientation

Following (Lebese, 2018), the Word-A.C.A.I.D System directs human behaviour in all situations. The current article is based on this proposition that the Word-ACAID System is structured, organized and predictable as a system and does direct human behaviour in all situations of life. (Lebese, 2018) further articulated the concept system thus:

"According to the Business Dictionary (Dictionary, 2018), systems come in two types, namely closed and open systems. Both are a set of detailed methods, procedures and routines created to carry out a specific activity, perform a duty or solve a problem (Dictionary.com, 2018).   These systems are organized, purposeful and structured consisting of interrelated and interdepended elements that continually influence one another directly or indirectly to maintain the existence of the system and to achieve its goal.

It is in this articulation that (Lebese, 2018) in his article The Role of the Word-A.C.A.I.D System in directing human behaviour in all situations confirms the role of the system as both closed and open and is a set of detailed methods, procedures and routines created to carry out a specific activity, perform a duty or solve a problem. The purpose of this article is to outline how the Word-A.C.A.I.D system is a research framework to guide the postgraduate scholar in doing research well. The concept of methodology in research as a system of methods is suggested and confirmed by the vocabulary.com.

The conceptual framework of the Word-A.C.A.I.D System

The system is objective-based with specific exit outcomes (Lebese, 2018). It always follows the systems thinking process of INPUT, PROCESS AND OUTPUT as advocated by (Francis Bacon) in the scientific method. (https://www.biography.com) . This Word-A.C.A.I.D system according to (Lebese, 2018) starts with an idea. It does seem to start with an idea although it hails from an undetermined realm. When the idea firsts appears, it impacts the mind of an individual or host. The idea is dynamic and journeys along through particular stations to complete its circuit:
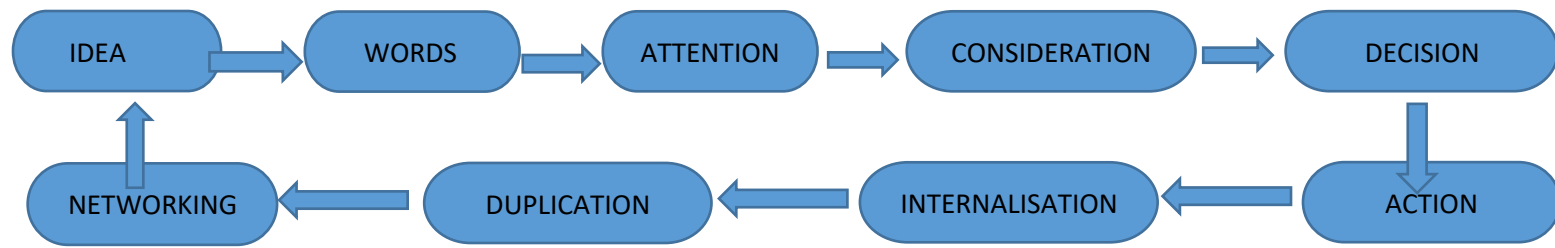
The Postgraduate Researcher

All researchers of note are bent on finding answers to humanity's complex situations. These scholars do research as a requirement for evidencing competence in research activity. Much of this activity of developing competence is a focus of the postgraduate student in pursuit of a Master's or a Doctor's degrees. The Merriam-Webster dictionary describes a postgraduate student as a learner who continues to study for an advanced degree after earning a bachelor's degree or other first degree.

According to (Samuels,J, 2012) the Masters degree's qualification is at level Nine and the Doctor's degree at level Ten on the National Qualification Framework (NQF). In the book "An Academic Journey" (Lebese, 2018) articulates the purpose of the level descriptors as indices of what a competent learner at level 9 and 10 on the NQF is like. In other words, the product of this postgraduate journey is a competent scholar who behaves in certain predetermined ways that identify him or her as a scholar. One of those ways of behaving is exhibited in the research activity. This scholar must produce a thesis or a dissertation to qualify or receive a degree.

One of the institutions of higher learning in South Africa – University of South Africa (Unisa) located in Midrand South Africa, publishes annually requirements for the postgraduate learners outlining the programme demands and competencies called for.

According to this booklet: (SBL Graduate School of Leadership, 2013) the Masters in Business Leadership (MBL) is at level 9 and demands that the qualifying postgraduate scholar be conversant on the theory as well as the practice of management. During the final year of study this student must demonstrate competence by integrating the learning experience in a prescribed research report. This is a clear indication of the application of theory learnt. The Doctor of Business Leadership (DBL) degree is at level 10 of the National Qualification Framework (NQF) and requires the scholar to attend at least three colloquia to submit reports on the following:

1. Research proposal and an extensive literature review
2. Research methodology
3. Research results (findings)

Satisfactory progress must be demonstrated at the colloquia by competent treatment of research. These requirements comply fully with the National Qualification Framework (NQF) of South Africa. This kind of compliance makes the qualified scholar portable globally.

Further, the Masters in Business Leadership (MBL) programme at Unisa School of Business Leadership in Midrand in 2007 issued guidelines for a research report outlining the elements that the report should consists of, namely: Introduction, Literature Review, Research Method, Findings and Analysis and Conclusion. It is noteworthy to observe that the methodology section called for: Overview of possible methods, description and justification of chosen method, alignment with thesis statement or research question, quality of research instruments, quality and relevance of data collected, discussion of reliability and limitations, procedures for ensuring ethical research and ethical use of the research.

Methodology and methods in research

(Gabriel, 2011) asserts that methodology is a justification for using a particular research method and a method as a research tool. The English Oxford dictionaries define methodology as a system of methods used in a particular area of study or activity. A research methodology involves specific techniques that are adopted in the research process to collect, assemble and evaluate data. (www.writeawriting.com). Methodology is a process used to collect information and for the purpose of making business decisions. (www.businessdictionary.com). Both the business dictionary and the Cambridge English Dictionaries agree that methodology is a set of practices, a system of doing, teaching or studying something.

 It follows therefore, that methodology is an integration of a number of techniques to achieve a particular or expected outcome. It is reasonable to argue that integration is not haphazard but organized and structured resulting in a logical, predictable systematic approach. If it is a system, it has a number of elements making up the whole.

Methods

In the examination of thesis or dissertations research works, one finds a chapter entitled Methodology. In that chapter a number of research approaches are articulated

and justified by citations of authorities who have discussed expertly techniques of answering the research question. It is therefore reasonable to agree with (Gabriel, 2011) that methods are techniques and each technique addresses an aspect of the problem under investigation.

A compendium of collected articles edited by Gephart, W and Ingle, R.B (Gephart, W.J; Ingle, R. B, 1969) in Educational Research, presents a number of scholars on different topics articulating the modus operandi of a research activity – a procedure. One of those scholars is Cornell, F.G (Gephart, W.J; Ingle, R. B, 1969) who has discussed at length a topic titled Productive Methods in Research. In that article he explains the term technique to mean a specific procedure followed in the execution of some act. He argues that these techniques in the research field could be myriad but a few which appear in the literature to have been most dominant are what he discusses. His argument is that a research technique or a research method should emphasize the emergence of systems of thought, which themselves define approaches to which specific techniques become subservient. Once an idea has been considered as a system of thought, it means that it is a theory, and once a theory, it is implied that some verification of its consistency and validity has been established.

Cornell, F.G goes on to discuss educational research under six techniques which he lists as Descriptive, Metric, Clinical, Correlational, Experimental consisting of theory construction or model building and the verification of theoretical systems. (Gephart, W.J; Ingle, R. B, 1969)

Ausubel in that compendium explains that a research activity is an applied science because it is concerned with the realization of certain practical ends which have a social value. If it is an applied science, it follows that it is concerned with issues of practicality. Anything applied and practical needs some kind of instructions for actualization or directions for usage. Ausubel provides a framework of instructions in doing that kind of activity called research. (Gephart, W.J; Ingle, R. B, 1969). Methods are a set of instructions that lead to a specific goal. (Kosterec, 2016).

Framework Concept

Merriam-Webster Dictionary defines framework as an arrangement of parts that give anything its basic form. Essentially it is that something's architecture, configuration skeleton and virtually its structure/shape to sharpen its identity. It could also be described as a figure, contour or outline. This frame could be articulated as a skeleton that works because it is a framework and its work is to give direction to the host in navigating the semantic jungle packed with ideas from the non-descript realm of the metaphysical.

A framework must necessarily be a frame that works, structured, sequential with a particular end to be consummated. Merriam-Webster Dictionary further asserts that a framework is a "systematic procedural machinery". If it is a systematic procedural machinery, it must be driving or producing a desirable outcome by following a particular method. This systematic procedural machinery is oriented toward the solution of practical or applied problems which call for control and measurement in the solution process. As a system, it must have elements that interact and influence one another in the process of achieving the set target. A framework could be understood

as a system of instructions, procedures that are driving activities towards a specific goal (Kosterec, 2016).

The Oxford and Cambridge Dictionaries posit that a framework is an essential supporting structure of a building or a basic structure underlying a system concept or text.   It is a scaffold that one can use to build applications around. (https://stackoverflow.com).   A framework is a particular set of rules, ideas or beliefs which one uses in order to deal with problems or to decide what to do (Collins Dictionary.com). The Business Dictionary adds that it is a skeleton of interlinked items which support a particular approach to a specific objective.

The Praxis factor in Methodology

Since methodology is a system of instructions, any issue of communication demands a response and that response is action-based. So, the concept of methodology is essentially an outline of instructions that demand action and that action could be practice-based to develop a pattern of doing and ultimately, according to (Samuels, J., 2012) practical competence. The process of developing competence in the learning process is reinforced by the concept of praxis.

According to Vocabulary.com dictionary, praxis in the formal sense means putting an idea or theory into practice. The Cambridge English Dictionary defines praxis as a process of using a theory or something that one has learned in a practical way. In general terms it could then also refer to the act of engaging, applying or exercising.

The methodology section of a thesis is a chapter that the researcher articulates explicitly procedures and instructions on how the question of investigation will be answered. Following the identification of the content of concern, the researcher needs to spell out one question he desires to answer in search of meaning for the self and also the generation of new knowledge or problem-solving for the enhancement of humanity.

Hereunder follows the elements critical in the methodology section of the researcher's craft. In the interest that the researcher has about a particular content, the researcher necessarily must highlight the question of investigation and then determine the sources that could adequately provide an answer. Those sources must be primary sources to assure authenticity of information. If the primary sources are not available, the secondary sources could be the best bet. However, the use of secondary sources must clearly show that the primary sources are unavailable. The primary sources could be documents, observations or individuals with first-hand knowledge. Some of the key elements to be consulted that must be clearly presented in this chapter are: population, sample, ethics, instruments, reliability, validity, qualitative, quantitative, triangulation, data collection, data analysis, hypotheses, experiments, etc. All of these elements are techniques or methods the researcher could use in search of answers to the research question.

The researcher must make sure that the explication of those techniques or methods in information mining, are justified through citations from literature. The clarity of articulation make it easier for the replication of the study by other scholars. Also, clarity enhances confirmability and credibility in the conclusions to be reached. One key

issue in the methodology section is that techniques or methods used must be supported logically with sound reasons for their use.

The Research Concepts

The concept of research is here articulated through its acronym

RESEARCH ACRONYM

RESEARCH

CONCEPTS

RE = AGAIN, OVER AND OVER

S = SELECT

E = ESCAVATE

A = ANALYSE

R = REFINE

C =CONSIDER

H = HOW

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Figure 2, by author

Praxis through Research Concepts

Research is an activity and this activity is characterized by doing words called verbs. It is this that could be described as research praxis, meaning putting an idea or theory into practice (Vocabulary.com).

Select

The word research is made up of a compound word 're' and 'search'. The word search has letters that clearly articulate this activity for the neophyte to grasp. "S" stands for select. The postgraduate student cannot begin to do research without selecting an area of focus or the context of concern to investigate. In other words, the context could be the area of his/her specialisation with serious desire for a deeper knowledge in that field. It is also clear that the context of focus is one of many contexts that could be the focus but in this case the student engages in a context selection activity.

Once the context has been selected, then the student must craft a question which clearly articulates what he wants to know and do as a competent researcher. First, the researcher must craft at least three questions in their priority from which one question will be selected. That one question is going to be his only focus in resolving or finding an answer to. There could be many questions he has, but of the many, one question must be selected based on its priority. This selection activity is also described in the research jargon as delimitation - that is, narrowing the area to enhance specificity of the research activity. The second letter in the search word is 'E' for excavate.

Excavate

The Oxford dictionary defines excavate as making a hole or channel by digging or to remove earth carefully from an area in order to find buried remains. What more could be said about a researcher on the dig to discover raw information composed long ago or recently hidden in library archives? This activity is also described as data mining. This excavation does not immediately yield the desired information or data. A lot more is dug out or burrowed out for processing. The next letter is 'A' standing for analyse.

Analyse

Once the researcher has done the excavation with a lot of earth burrowed out, the process of searching for the desirable begins. This process is commonly called analysis which, according to the Oxford dictionaries, means detailed examination of the elements or structure of something. In this case the researcher begins the arduous task of careful examination of the excavated data using the crafted question to identify exactly what is sought for. The excavation yielded much more than is required. The crafted question becomes the sieve to sort out what the scholar is looking for.

Without that question, the researcher will not be focussed in the data analysis process. Essentially, the question helps the scholar to know what he is looking for. He is likely going to find a lot of valuable data that will be put together in a thesis but that document could be out of focus if not related to the question of investigation.

The varied analytical activities entail the following: descriptive, diagnostic, predictive, prescriptive, context, content, concepts, thematic, composition, statistical analyses, etc. (Durant, 2019).   All of these analyses could be described as data analysis. The next letter in the search is 'R' for refine.

Refine

In the search process, the researcher must, after data collection and analysis, start the refining process. The scholar must sieve and take only that which is relevant to answer the research question crafted in the beginning of the search activity. The refining process goes further in the analysis process by using logic.

The logical process uses the deductive and inductive logical approaches to refine the data for sound conclusions and new knowledge generation. This conclusion could be the researcher's proposed theory. Logical thinking is a learned mental process involving cognitive skills and study methods (Edublox, 2019).   Indeed this is the researcher's craft essential tool box. The next letter in the search is 'C' for consider, cogitate.

Consider

The consideration activity is a process of thinking, a process of cogitating, an investigation of the pros and cons. This consideration activity deals with critical thinking. It is a process of debating issues to determine what they mean in relation to the question of investigation. In order to do justice in this consideration process, the five W's and H are employed.   These are "what, why, where, when, who and how". Once an answer to these questions in relation to the research question is done, a

decision or conclusion on the collected data could be made. The final letter in the research word is "H" for "How".

How

The "How" spells out the protocol of research commonly labelled 'Methodology'. The focus on the "How" is addressing the dynamics of methodology and methods. The research question usually follow a suitable methodology for a suitable acceptable output. The methodology is the processing of the input or raw data from the collection or data mining phase to produce the output. If the process is flawed because of the incorrect methods, the outcome or output will equally be flawed. The researcher must familiarise himself with the methodology jargon articulated by theorists such as Creswell, J. W., 2012 and others.

The scholar in the research activity cannot willy-nilly do his search. This activity is rigorous, methodical and strictly follows scholarly accepted approaches to enhance acceptability of presented conclusions.

A quick look at the excavation activity leads one to see where the digging, burrowing, excavating is taking place. The excavation situation demands usage of specific equipment to ensure effective and timeous processes. Heavy and light equipment can be used in achieving the excavation drive. The deeper one digs, other specialized equipment and tools may be needed. Similarly, the research activity does demand special tools and techniques for goal achievement.

Research has been going on for a very long time and a number of methodologies have been refined to justify such activities as well as to ensure legitimacy of findings. Nine basic methods have been advocated by (Isaac & Michael, 1983) as Historical, Descriptive, Developmental, Case and Field, Correlational, causal-comparative or Expost facto, True Experimental and Action research. The authors further outline in detail the steps the researcher must follow in planning and conducting research:

1. *Identify the problem area*
2. *Survey the literature relating to it*
3. *Define the actual problem for investigation in clear, specific terms*
4. *Formulate testable hypotheses and define the basic concepts and variables*
5. *State the underlying assumptions which govern the interpretation of results*
6. *Construct the research design to maximize internal and external validity*
    a. *Select subjects*
    b. *Control and/or manipulate relevant variables*
    c. *Establish criteria to evaluate outcomes*
    d. *Selection or development of the criterion measures – Instrumentation*
7. *Specify the data collection procedures*
8. *Select the data analysis methodology*
9. *Execute the research plan*
10. *Evaluate the results and draw conclusions*

The researcher must know the context of investigation very well and determine from the start what type of study he is doing, whether qualitative, quantitative or mixed

methods approaches. These are determined by the type of question one is trying to answer and rigor needed. The researcher will realize that in qualitative studies, the following methods by (Creswell, 2012) are suggested, namely: ethnography, narrative, phenomenology, grounded theory, and case study.

Four methods in quantitative research suggested by (https://www.cirt.gcu.edu) are descriptive, correlational, quasi-experimental and experimental, the purpose of which is for the control of variables in experiments to determine causal relationships.

Finally, the concept of research is prefixed with "Re" meaning again and again. This is an emphasis on the continuity of the search activity by different researchers at different times. All follow acceptable methodologies which have been confirmed for consistency in yielding desired outcomes.

Summary

Methodology is a system of methods used in a particular kind of study or activity. (Oxford Dictionary). The research methodology involves specific techniques that are adopted by the researcher in the research process to collect, assemble and evaluate data (www.writeawriting.com). This search activity is the excavation - data mining and collection for use in answering the research question. The data collection process commonly uses desktop research, surveys, observation and interviews. In this area instruments are secured or developed and verified for reliability and validity.

Once the information has been collected, the process of analysing takes place. Very often the coding processes and categorising is done here. These get presented graphically in charts, graphs and charts. The researcher will then discuss the findings in relation to the question of investigation crafted in the beginning of the research.

The discussion will refer back to the literature review and the collected data to support the conclusions made. At this point the researcher must make a decision on whether or not the question of investigation has been answered. The answer could show whether or not the decision in the conclusion to be made is sound and logical. With that done, the recommendations for further study can be made.

Discussion

This article's goal is to answer the question: How is the Word-A.C.A.I.D System a methodology framework for postgraduate research praxis?

The Word-A.C.A.I.D System is a structure, a configuration, a frame, or pattern giving the researcher direction and setting boundaries in doing conceptual analysis for enhanced meaning grasp of phenomena encountered. Below follows the Word-A.C.A.I.D System's discussion of the framework as articulated. The system starts with ideas.

Ideas are visions of what ought to be, visions of the final outcome in all its hues and structures. According to (Gregory, 2006) Ideas are called the sentences of thought and are expressed by language. Researchers spend their time solving problems, looking into ideas that have been crafted and depicted in word pictures in phenomena description. Ideas are directly derived from sensations and when combined with other concepts produce complex and abstract ideas far removed from sensory experiences.

As thoughts, ideas are objectively picked up by means of the five senses through observation and experience (Murphy, 2008)**.**   He further argues that besides the objective catch of ideas through sensations, others are picked up intuitively through the subconscious mind. The objective encounter of these abstractions as ideas, demand attention, thinking, decision-making and action. This response to the ideas, is what researchers constantly dabble with. The protracted interaction with these ideas lead to habit formation thus internalising and adoption of the idea. The internalisation leads into an actualisation mode of the idea as a praxis or modus operandi. Once the idea has been internalised, it moves from the conscious to the subconscious mind, thus becoming reflexive in nature. The subconscious realm as described by (Murphy, 2008) is more instinctive and reflexive. The researcher has become idea driven.

Ideas are entities that exist only as contents of some mind. As contents of some mind, it could be deduced that the mind's content is nothing else but thought. Researchers are conscious of ideas when they imagine, remember, dream or think about some concept or proposition. (Honderich, T;, 2005).

Word

Once the idea is caught, it is immediately labelled in words. The words become the tool for ideas and literacy development. Words are the communication medium and the focus of conceptual and data analysis for meaning grasp. The power of words as ACTION or Illocution are articulated by J L Austin in his philosophy of language.

J L Austin is best known for two major contributions to contemporary philosophy: first, his 'linguistic phenomenology', a peculiar method of philosophical analysis of the concepts and ways of expression of everyday language; and second, speech act theory, the idea that every use of language carries a performative dimension (in the well-known slogan, "to say something is to do something"). Fieser and Dowden (1995).

According to this philosophy the theory of language as articulated shows how words are tantamount to action in certain expressions such as assertions, commissionary, directive, promissory statements, etc. Austin pointed out that we use language to do things as well as to assert things. He cited statements like: "I promise to do so and so" as making a promise. He asserts that, that statement is actually doing things with words. His philosophy of language was articulated in his best-known works "How to Do Things with Words".

In the Philosophy of Language a number of Cambridge scholars and philosophers, Frege, Russell and Witgenstein articulated their view of the role of language in expressing ideas in their writings. (Wrenn, C. B, 2019). If their position was articulated in written form, without doubt they used words to do so. This approach undergirds the importance of the use of words in research through the writing mode. It is very clear that the abstraction of intangible ideas are conceptualized in words to enhance concepts analysis and measurement of same. Words depict concepts in images and pictures of reality and these pictures appear as structures and shapes enhancing recognition and detailed description.

In research such descriptions form part of descriptive studies which are more diagnostic to enhance gaps identification leading to prescriptive studies. With images or pictures portrayal, the next phase in the Word-A.C.A.I.D system 'Attention' follows.

Attention

As images and pictures are portrayed, attention is caught through the five senses. As one pays attention to the ideas and images labelled in words, a further analysis of the word concepts happen in terms of what the depicted ideas in words mean. The word *pictures* appear as images that make the concept explicit through word meaning. The word images may evoke other aspects of the observer as sensory stimulation to all five senses. This is a phenomenological approach to researching the ontology of all existence. According to Fieser and Dowden (1995) perception is a central issue in epistemology, the theory of knowledge. Essentially Fieser and Dowden emphasise that all our empirical knowledge is grounded in how we see, hear, touch, smell and taste the world around us.

If epistemology is a theory of knowledge and researchers are in the business of creating new knowledge, how else can they do this without phenomenological approaches? According to Wreng in the Internet Encyclopaedia of Philosophy, perception is the process by which we acquire information about the world around us using our five senses (Wrenn, C. B, 2019).

A postgraduate researcher is a scientist in the making. See what (Maturana, 1978) thinks about what scientists do:

"We as scientists make scientific statements. These statements are validated by the procedure we use to generate them: the scientific method (scientific instructions). This method can be described as involving the following operations: (a) observation of a phenomenon that, henceforth, is taken as a problem to be explained; (b) proposition of an explanatory hypothesis in the form of a deterministic system that can generate a phenomenon isomorphic with the one observed, (c) proposition of a computed state or process in the system specified by the hypothesis as a predicted phenomenon to be observed; and (d) observation of the predicted phenomenon."

(Maturana, 1978) continues to argue in support of how scientists generate their knowledge. They are bent on observing phenomena to understand what they mean. That observation means that the scientist pays attention to what he perceives. This phenomenon is actually a problem that he must solve or determine what it is and how it operates. The scientist is generating knowledge through investigation. It does necessarily lead to articulation through words in the language commonly understood.

Maturana's process of observation is summarised below:

1. "*In the first operation, the observer specifies a procedure of observation that, in turn, specifies the phenomenon that he or she will attempt to explain.*
2. *In the second, the observer proposes a conceptual or concrete system as a model of the system that he or she assumes generates the observed phenomenon.*
3. *In the third, the observer uses the proposed model to compute a state or a process that he or she proposes as a predicted phenomenon to be observed in the modelled system.*

4. *Finally, in the fourth operation he or she attempts to observe the predicted phenomenon as a case in the modelled system. If the observer succeeds in making this second observation, he or she then maintains that the model has been validated and that the system under study is in that respect isomorphic to it and operates accordingly. Granted all the necessary constraints for the specification of the model, and all the necessary attempts to deny the second observations as controls, this is all that the scientific method permits."*

It is noteworthy that Francis Bacon, according to (Editors, April, 2014) is considered to be the father of the scientific method. He started his thinking activity by using Aristotelian ideas. It is evident here that ideas become the bedrock of an investigation pursuit that led him to advocate an empirical, inductive approach, generally accepted as the scientific method. This approach has become the foundation of modern scientific inquiry.

A further examination of Bacon's study pursuits, identifies him as a man who was bent on methods that depended on tangible proof by use of experimentation and interaction. His approach in his biography culminated in his explication of the mind's interaction with things as "the commerce of the mind with things".

The approach led him to generate data, some kind of data mining, followed by data analysis. All this was to determine meaning from nature's truths with the hope that science would be a tool for the betterment of humanity.

Francis Bacon in his biography entertained the idea of the universe as a problem to be solved, examined, and meditated upon. All these activities are characteristic behaviours of researchers premised by this philosopher Francis Bacon. He fully believed that observation and analysis alone were sufficient in the comprehension of the world around us.

Consideration

Once the researcher has followed the above model of research proposed by (Maturana, 1978), an activity which is sometimes called data mining, he then must spend time cogitating on what has been encountered. This cogitation, Bacon described as meditation on what is observed. That cogitation and meditation are thinking processes. This thinking through is some kind of an analytical process using both deductive and inductive reasoning to arrive at a conclusion which could be defined as theory in the explication and articulation of encountered reality (Bacharach, 1989). This approach is based on Francis Bacon's scientific theory – the inductive logical reasoning, for data comprehension and verification.

The creative thinking process follows the attention or perception process in the Word-A.C.A.I.D system. The sensory stimulation, triggered by an investigation/research attitude to determine what it is that is perceived through the five senses – ontology search, leads to an evaluative process. It is conceptual analysis using the five W's and H (what, who, where, when, why and how) to explicate what is sensed. This is essentially conceptual analysis of the encountered reality as confirmed by (Furner, 2004).

Conceptual analysis is a method of data analysis to determine the truth of mined data. It is a method of problem-solving as a basis for decision-making. It is an examination of the pros and cons about collected data and determination of the variables

relationships for enhanced decision-making. This analysis leads the researcher to understand the cause effect relationships, the test of significance of related variables, and the level of confidence in the findings about the observed phenomena. Once the level of confidence is determined by use of statistical tests, the researcher can, with confidence, reject/accept or fail to reject the research hypothesis.

It is at this point that the researcher discovers patterns of the phenomena's modus operandi. These patterns are explained by (Hergenhahn, 1976) as laws which, he claims, are observed relationships between events which scientists use to make sense out of the laws they discover. They thus group these laws in some coherent fashion to synthesise a large number of observations and point the way to further research. This is how these scientists through research develop theories which depend solely on empirical observation. He concludes by saying that theories must continually generate the very hypotheses that may prove are ineffective. Once data has been analysed and sense made out of it, the next phase is to decide what to do.

Decision-Making

Decision-making follows consideration in the Word-A.C.A.I.D System. Once the level of confidence in the collected data is determined, it becomes easier for the researcher to decide what to do. Decision-making is a gear lever backed by collected data for dynamic performance in directing action or movement. Research-based information enhances implementation and application of theories.

In examining the current judicial system's function, there is always a search for the cause of whatever is the focus of investigation in order to enhance decision-making. Usually, witnesses are summoned to give input on what they have seen, heard or experienced. This is the use of primary data to validate facts on issues of concern. Only after the data or facts on issues of concern have been presented, the judge is in a position to make an enlightened decision either to convict or to set the suspect free. Unless reliable and authentic information has been presented, no undebatable decision can be made.

A peek at the judicial system, one notices that it is research-based using methodologies, protocols and techniques that can stand scrutiny. Once decisions are made on facts from data mining, what follows is action on the conclusions reached.

Action

Action is based on collected data from the perception and consideration phases of the Word-A.C.A.I.D System. The collected data is a set of instruction on what to do with the perceived phenomenon. Action always takes place in a specific context on a specific content. It is a response or a reaction to the perceived stimulus-object or phenomenon. The object or phenomenon is a situation that dictates a specific response or action from the observer after careful consideration. A repeated action establishes a pattern of behaviour and ownership of the idea as it is internalised. Unless there is a desire for the perceived object, the action that follows is either a do or not do. A pattern may or may not be repeated.

The researcher of note may be engaged in an activity called action research. Things done must be carefully and studiously examined and that process is action in verity. It is an application of the given methodology (system of instructions). It is, at this stage, that Samuels,J, 2012 asserts practical competence is operationalized.

Internalisation

In this phase ownership of the idea is established and developed for the enhancement of the system. At this stage in the Word-A.C.A.I.D system the idea through action and practice is adopted and firmly settled. The idea becomes indelibly in-scripted in the researcher. This is some kind of recording of the idea in the body of the researcher. The idea has now found a habitation. Once the idea has been settled and owned, it lends itself into a duplication mode. At this point the potential is established waiting for a moment of actualisation when it enters a selected suitable host. At this point, the researcher has internalised the idea pattern's modus operandi. The internalized potential is ready to emerge when an opportunity presents itself.

Duplication

When the idea reaches this phase, it is incubated and without fail duplicated after its kind. The duplication stage is an idea production activity - certainly a dynamic investment system that yields high interest returns. With the high interest realized, the web or net is created to enhance dissemination or multiplication of the idea in its universal journey. This is the point of succession determination and legacy development.

In the context of the researcher, he is now ready to go on the rampage in affecting and infecting other potential researchers with his research protocol and theory.

The researcher who has matured, has established a pattern of activity in following accepted methodologies, and is then tested in the thesis/dissertation defence to determine his settled competence in the theory he has come up with. If it is determined that the quality of competence has been internalised, he is then dubbed and awarded a degree of completion. The award is a public attestation that the researcher has complied with accepted research protocols and now can be inducted in the exclusive circle of scholars.

Connection

As a scholar initiate, he is then commissioned to connect with enrolled learners to disseminate the imbibed ideas that engaged him to this point. He could be operating as a research supervisor or purely engaged in research activities for problem-solving by using the internalised methodologies. The connection activity establishes partnerships and networking systems for the selling of the idea to produce other scholars of his kind. This idea disseminator is a scholar dubbed an 'Idea on legs'.

The process of detachment and attachment or idea sharing takes place in this networking station. The idea is detached from its domicile and attached to the potential

host or the emerging researcher for actualisation. At this point, the idea seems to go back to the beginning. It is circuitous in its journey. This is the A.C.A.I.D System structure which is a framework for all research praxis.

Conclusion

The focus of investigation in this article was to determine how the Word-A.C.A.I.D system is a methodology framework for postgraduate research praxis. In order to reach a sound conclusion, it was imperative to discover the modus operandi of the Word-A.C.A.I.D system as a framework that is sequential, structured with elements interacting with one another. It was also observed that the system's phases are not just linear but cyclical.

In each phase, the whole structure of the Word-A.C.A.I.D system plays out before it goes on to the next phase in its circuit. A researcher who comprehends the system can, with ease, do research one step at a time all the way to the research conclusion.

First, the researcher catches an idea as a notion either from encountered theories, existent problems in the particular context or dominant issues of current events he is bedevilled by or from the observation of objects or phenomena. This idea then begs to be investigated to determine its validity. The following questions are raised to determine the idea's validity: what is the idea based on, how sound is the idea, has it emerged as a result of any study recommendations for further study or not, etc.? Do existent problems in the researcher's world or current events that triggered the idea demand a solution through researcher's acceptable methodologies and protocols?

The presented idea then leads the researcher to formulate a question clearly showing what he wants to know and do. That question is the focus of the research activity to be answered by the researcher. He then uses the question to formulate a research statement as a title.

In the introduction of the proposal, the researcher must introduce the title of the study showing its legitimacy to be investigated. Essentially, what sparked the idea to be investigated, or what are the causes of the issues involved, etc.?

The proposal follows a specific structure as a logical process in convincing the reader that the researcher knows where he is going. The process includes the following as articulated in all proposals:

Background of the study, statement of the problem, purpose of the study or objectives, the researcher's assumptions or hypothesis to be tested, significance of the study, possible limitations or envisaged weaknesses, study focus commonly described as delimitations, definitions of terms as appear in the title or specific key words that the researcher will use to articulate the process, an outline of methods the researcher chooses to use to answer his question, and finally, sketches the outline of the total synopsis of the research chapters .

In all this the Word-A.C.A.I.D system becomes the framework that the researcher uses as a step by step process to the conclusion of the study.

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