RESEARCH METHODOLOGY

Lecture 6: Literature Review

Literature Review **Definition**

LITERATURE REVIEW

"A literature review is a body of text and its main goal is to bring the reader up to date with current literature on a topic and forms the basis for another goal, such as the justification for future research in the area.

It seeks to describe, summarize, evaluate, clarify and/or integrate the content of previous researches".

WHY LITERATURE REVIEW?

The literature review in a research study accomplishes several purposes that are as follows:

1. Distinguishing what has been done form what need to be done
2. Discovering important variables relevant to the topic
3. Synthesizing and gaining a new perspective
4. Establishing the context of the topic or problem
5. Rationalizing the significance of the problem
6. Enhancing and acquiring the subject vocabulary
7. Understanding the structure of the subject
8. Relating ideas and theory to applications
9. Identifying the main methodologies and research techniques

HOW TO CODUCT LITERATURE REVIEW

There is no one way to conduct a literature review, but many scholars proceed in a systematic fashion to capture, evaluate and summarize the literature.

1. Identify the topic
2. Locate sources of literature
3. Read the literature
4. Analyze the literature
5. Assembling and organizing
6. Writing the literature

HOW TO CODUCT LITERATURE REVIEW (Identify the topic)

1. Chose Area for research (Management Sciences)
2. Select field of research (Finance, HRM, Marketing)
3. Select topic of research (Advertising in Marketing)
4. Refine topic of research4 (Refining topic)

HOW TO CODUCT LITERATURE REVIEW
(Locate sources of literature)

Primary sources

Secondary sources

Tertiary sources
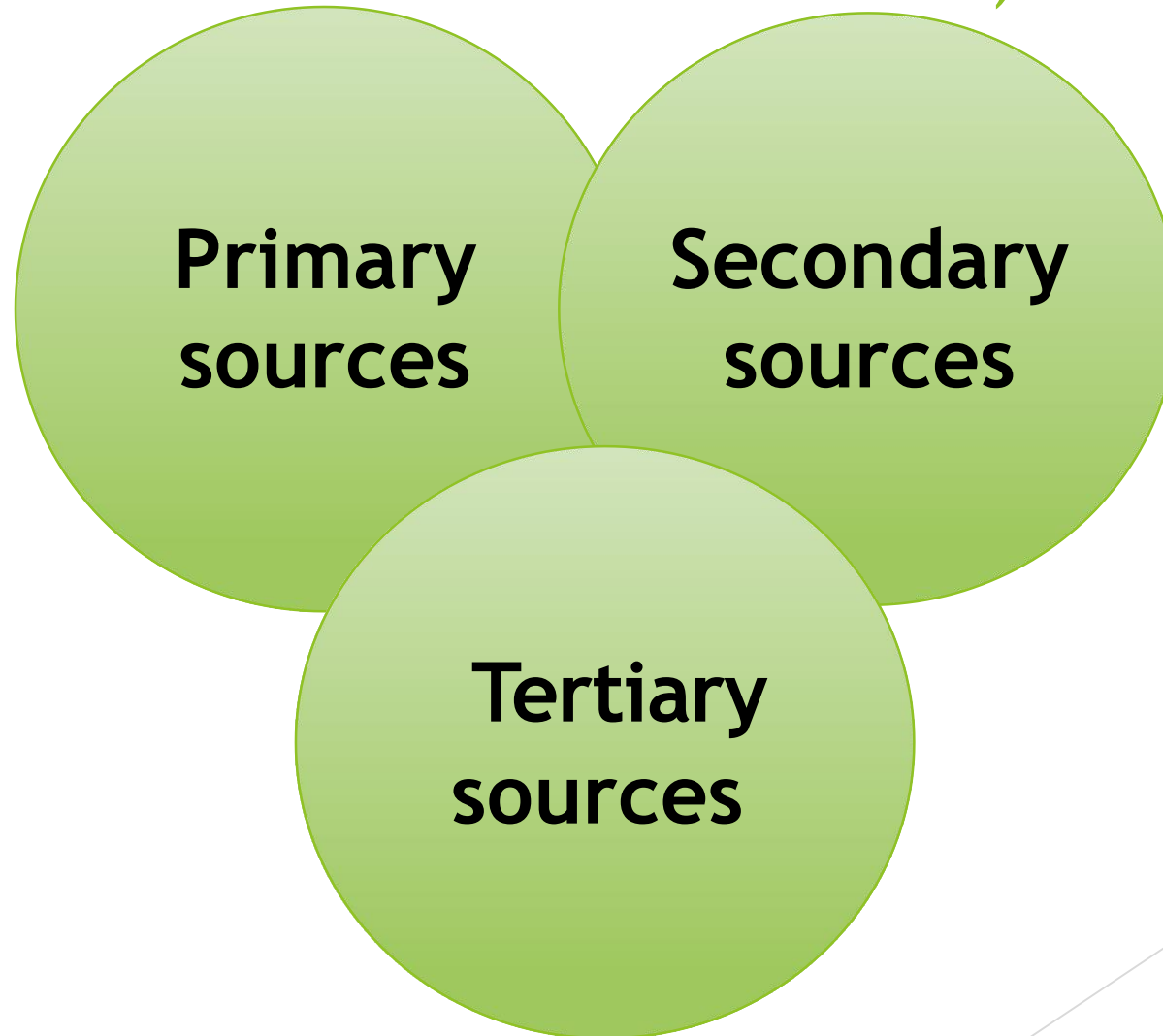
Primary sources

Primary sources provide firsthand evidence gathered by the author(s). They may be created or documented at the time of an event, as in scholarly research articles, diaries, photographs, conference proceedings,
and newspaper reports. A primary source may also be documented at a later time, such as autobiographies, memoirs, and oral histories…but these are still firsthand accounts.

Primary sources

Secondary sources

Secondary sources describe, interpret or analyze information obtained from other sources (often primary sources). Examples of secondary sources include many books, textbooks, and scholarly review articles.

Secondary sources

Tertiary sources

Tertiary sources compile and summarize mostly secondary sources. Examples might include reference publications such as encyclopedias, bibliographies or handbooks.

Tertiary sources

primary, secondary, or tertiary ?

PRIMARY LITERATURE

- Original research and/or new scientific discoveries

- Immediate results of research activities

- Often includes analysis of data collected in the field or laboratory

EXAMPLES:

- Original research published as articles in peer-reviewed journals.
- Dissertations
- Technical reports
- Conference proceedings

SECONDARY LITERATURE

- Summarizes and synthesizes primary literature

- Usually broader and less current than primary literature

EXAMPLES:

- Literature review articles
- Books

Since most information sources in the secondary literature contain extensive bibliographies, they can be useful for finding more information on a topic

TERTIARY LITERATURE

- Summaries or condensed versions of materials

- Usually with references to primary or secondary sources

- Good place to look up facts or get a general overview of a subject

EXAMPLES:

- Textbooks
- Dictionaries
- Encyclopedias
- Handbooks
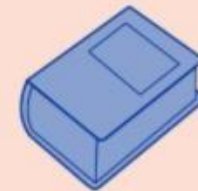
WRITING A LITERATURE REVIEW

▶ Focus on Keywords– identify the keywords (including variables) from your research topic/research problem.

▶ Search Good Resources – find articles based on the key words by searching through good resources (databases/ journals). Write down the reference for the articles used too.

▶ Extract Key Info – Extract the key information from the resources.

▶ Compare and Contrast – Critically compare the info that you have gathered from various articles (analyse and synthesize)

▶ Link and Justify – Make a link to your research problem and provide good justifications.

KEY COMPONENTS OF LITERATURE REVIEW

Theoretical Literature
(Literatur teoritikal)

- definition of concepts, keywords
- different views of the concepts
- relationship of the concept to others

Empirical Literature
(literatur empirikal)

- Findings from related studies
- Comparison of findings

WHAT TO LOOK FOR IN ARTICLES

- Get to know the objectives/aims

- Related concepts (Not all but the at least the key variables motioned in the objectives)

- Method – Yes! Understand how the previous study was conducted (e.g. target sample/group, data collection procedures)

- Results (synthesize the key findings especially by relating to your own research problem, not just the conclusions).

EXAMPLE OF A LITERATURE REVIEW

Research has also been done that looks at how the bullies find their victims. Wegge et al. (2014) studied the perpetrators preferences in victims. The data were collected via questionnaires and interviews, and a total of 120 bullies were involved as participants. Wegge et al. (2014) found that 27 percent were in the same grade, 14.2 percent were in different grades and a staggering 49.6 percent were not schoolmates of the bullies. This evidence somewhat contradicts that of the other studies that state victims are generally bullied at school and at home. The findings by Wegge et al. clearly show that nearly half of the bullies prefer to bully people they do not go to school with and possibly those that they do not know at all. This continues to build and add to the idea of cyberbullying in that it allows bullies to create their own personas and images in order to try and intimidate others without actually providing a physical intimidation factor.

EXAMPLE OF A LITERATURE REVIEW

The integration of social media tools in teaching and learning has been widely studied and experimented particularly in the context of higher education. A survey conducted by Moran, Seaman and Tinti-Kane (2011) on faculty members in United States, for example, showed that nearly twothirds of them have used social media during a class session and more than 30% have posted content for students to view or read outside class using various social media platforms. In addition, Roblyer et al. (2010) found that in higher education, students are more positive towards faculty members who use social media for supporting teaching and learning than those who prefer traditional technologies. Closer to home, the usage of social media among educators in higher education is equally encouraging due to the wider accessibility of Internet facilities among undergraduates and also the on-going national agenda of promoting blended learning, in which lessons are extended virtually through e-learning platforms (Chuah, 2013).