Research Methods Session 2: Literature Review

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Literature Review Part Two
Class Website

• www.vivafrica.info
Chapter 2

Literature Review
Part 2
The Research Process

1. Selecting a Topic – Research Topic
2. Determining the Problem (Preliminary Literature Review) – Research Problem
4. Determining the Hypotheses (Prelim. Literature Review) – Research Hypotheses
5. Determining the Objectives – Research Objectives
6. Determining the Question – Research Question
7. Detailed Review of Literature – Literature Review
8. Determining Research Framework – Research Framework (including hypotheses)
9. Designing the Research – Research Design
10. Collecting Data – Research Data Collection
11. Analyzing and Interpreting Data – Research Analysis and Conclusion
12. Informing Others – Research Write Up and Publishing
The LR stages are:

1. Select and refine a topic
2. Identify and Locate literature
3. Ensure Relevance
4. Record and Retrieve
5. Review and Summarize
6. Write
Recap

The literature review usually provides a detailed analysis of the research theme from the perspective of existing literature, and, further, critique and propose perspectives or ways of addressing the research problem.


Ensure Relevance

**After researching**

- From reading the titles and abstracts, priorities the literature that we have identified and **make a note of why it has a high, medium or low priority** (at this stage).

- Develop the habit of screening the literature for relevance before we **download** it or print it out. This way we will not become overwhelmed with all of the reading that we have to do.


Review

• When taking notes be sure be clear about when we are quoting and when we are paraphrasing. We cannot risk unintentionally plagiarizing ideas and information, the penalties are harsh and the damage to our reputation could be irreparable.

• Always keep the page numbers with anything taken from the literature so that we can easily check back to the quote or idea paraphrased when editing.


When reading relevant texts and writing the literature review you should ask yourself the following questions

1. How will I organize my discussion of the literature?
2. What headings will I use?
3. What are the grounds for including and excluding literature?
Literature Review as a process
Structure of Long Essay & LR

- Abstract
- Chapt. 1 – Introduction
- Chapt. 2 – Literature Review
- Chapt. 3 – Context of the Study
- Chapt. 4 – Research Methodology
- Chapt. 5 – Results and Discussion
- Chapt. 6 – Conclusion
Research Gap - Explained

• Answers the questions:
  – Why should I read your work?
  – Are you just duplicating previous research?
  – What is the potential contribution of this research?
  – Is there any value or something new to be learnt or discovered, described or explained?

Critical Component of the research problem – and through which research objectives and questions emerge
Research Gap - How

• By Reviewing Existing Literature:
  1. **Establish the field:** Identify the broad problem and state its importance
  2. **Summarize previous research:** State what is significant in what has already been written.
  3. **Create a research space:** Describe the gaps and **select the gap** you propose to fill in the existing research literature. This then creates an opportunity for you to make a contribution to the research in the area.
  4. **Introduce your research project:** Establish your research thesis or questions.

Research Gap - Issue

While there has been some research on the general impact of female unemployment (Coyle, 1984; Popay, 1985), little has been written about the effects of pit closure on women's lives.


Research Gap – Theory/Model

In education in general, evaluation has played a vital role for more than one hundred years (Madaus et al, 1983). In English Language Teaching also, evaluation has been a major concern for over twenty years (Strevens, 1976; Stern, 1983; Lynch, 1996). In contrast, it is only recently (Star, 1994; Gardner & Miller, 1999) that attention has been paid to the evaluation of learning outcomes in self-access centres. However, if we are to argue that such centres provide an effective and efficient alternative to other existing modes of language learning, it remains a matter of serious concern that there is no research-based model designed for their evaluation.

This paper will suggest four key issues which need to be addressed when considering the development of such an evaluation model…

Research Gap identified: A research-based model for the evaluation of self-access language learning centres.

Research Gap - Method

There have been a number of valuable studies of self-employment using cross-section data (Rees and Shah, 1986; Blanchflower and Oswald, 1993; Taylor, 1996), all of which present evidence on a number of employment and personal characteristics on the sector. However, none of these studies provides a picture of the changes over the last decade or forecasts the trends in self-employment as the recession of 1990 took hold.

Research Gap identified: The need for a study of the changes in self-employment over the last decade.

Research Gap - Method

Extant literature has fairly covered studies on the mobile phone’s usage and mobiles for development in sub-Saharan Africa. The studies include mobile phones and fisherman and farmers in Ghana (Boadi et al., 2007); mobile phone sharing practices in Ghana (Sey, 2009); mobile phones and development in Nigeria (Heeks and Jagun, 2007; Jagun et al., 2008); mobile payments in Uganda (Duncombe, 2009) and mobile phone ownership and social capital in Tanzania and South Africa (Goodman, 2005).

Despite these studies, there is a call for more studies to test earlier findings in different contexts and in different micro-economic activities in order to contribute to better understanding of the impact of mobile phones in developing economies.

Research Gap Sample

Research Gap - Identify

• A paragraph on the motivating issue
• The Gaps
  1. Missing issues in literature
  2. Limited discussion in literature
  3. Conflicts in theoretical approach
  4. Missing theoretical model
  5. Conflicts in empirical methods (data collection and context)
  6. Mixed previous empirical results
  7. Less contextual evaluation or geographic representation
  8. Complex (limited previous results, conflicts, absence, mixed views)

Research Gap - Identify

• Academic Journal Articles
  – Gaps are usually presented in the introduction of the journal articles
    These gaps focus on why it is important to read that journal article. It establishes the gaps in the previous research and points out the focus of the journal article.

  – Future Research Directions or Gaps for Future Research
    Usually the conclusion of an academic journal article focuses on discussing the implications of the findings of the research and also point out gaps for future research. This is important for researchers to find out the gaps pointed out by previous researchers.

Write – LR as a process

The literature review has its own internal structure. It starts with an

• **Opening sentence or paragraph**;

• **discusses the literature** in a logical and coherent way; and

• **concludes** with a paragraph that **relate** the literature to the research project.

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Structuring the literature review

• Opening Paragraph:
  A few sentences focused on the topic to break the icing...

Social networking in workplace

Social networking is increasingly becoming a phenomenon in social and business lifestyles of employees. Statistics from the 2011 Forbes’ report on Social networking and business, stated that, 85 per cent of workers in America spend a minimum of 30 minutes of working hours to visit social networking websites (Forbes, 2011). These statistics are not too far from that of Africans, as a recent study in South Africa also found 70 per cent of South African workers interviewed browsed facebook during working hours (Ngu, 2011).

Somehow businesses have to respond this growing trend. However, the question is what is the potential risk of social networking in the workplace and how can businesses address the risk?
Structuring the literature review

Body: this is where you discuss your sources.

- **chronologically**: for example, if writers' views have tended to change over time.

Literature demonstrates that the key factors which contribute to unemployment in Africa have tended to change over time. In the late 1990’s researchers argued that inflation and low wages contributed to unemployment (Uche, 2000; Benson, 2003). For example a study by Uche (2000) on unemployment in the banking industry in Nigeria highlighted that inflation affected the turnover of banks which had also had an effect in salary payments. Over 2000 bank employees lost their jobs by the end of 1999.

On the other hand, by 2004, researchers discussed that lack of capital for start-up initiatives and high interest rates on loans stalled entrepreneurial ventures and contributed to unemployment or the lack of job opportunities (Thakur, 2005). A comparative study (Kinson 2006) on the SME industry in Ghana and Uganda shared similar findings on the effects of start-up capital and interest loans on entrepreneurship and unemployment. In a recent study on unemployment in Egypt, Salia (2011) found political instability, poor governance and lack of foreign direct investment to be the critical factors influencing unemployment. Other studies in Cote d’Ivoire and Sierra Leone attests to these findings (Johnson, 2009; Pern, 2010).

In effect, unemployment in Africa may be viewed from a multi-facet perspective. It cannot be reduced to one single factor.
Structuring the literature review

Body: this is where you discuss your sources.

**thematically:** take particular themes in the literature, for example in the literature review of poverty and Unemployment

- Structure of Unemployment
  - What is unemployment
  - Causes of unemployment
- Structure of poverty
  - Education, employment, income and poverty
- The Link between poverty and unemployment
- Mitigating poverty in the unemployed
  - Policies for unemployed
  - Social/relational support
  - Capacity development
Structuring the literature review

Body: this is where you discuss your sources.

*thematically: take particular themes in the literature, for example in the literature review of mobiles and micro-trading*

- Impact of mobiles on micro-trading
  - What is trading: Trading is about Information
    - Transaction Costs Theory
  - Stages of trading
  - Benefits of mobiles/technology in commerce/trade
    - Strategic
    - Relational
    - Operational
  - Impact of mobiles
    - Incremental Effects
    - Transformational Effects
    - Production Effects
Structuring the literature review

Body: this is where you discuss your sources.

methodologically: here, the focus is on the methods of the researcher, for example, qualitative versus quantitative approaches.

Method of data collection
- Survey vs Case Study

Unit of Analysis
- Micro: Individuals
- Meso: Organizational
- Macro: National
- Meta: Global/Cross-country

Region/Geo. Location
- Developing vs Developed
- Country
- Rural vs Urban
Concluding the Literature Review:

• summarize the major contributions, evaluating the current position, and pointing out flaws in methodology, gaps in the research, contradictions, and areas for further study.

• What are the main perspectives and methodological approaches adopted in relation to the problem?

• What is my point of view in relation to these perspectives and approached?

• When you have solid answers to these questions you can be confident that your literature review and your research proposal are in firm ground.


What are the examiners looking for?

A review of the literature should:
1. Set up a framework for your research;
2. Show your reader that you:
   - Have a clear understanding of the key concepts/ideas/studies/models related to your topic;
   - Know about the history of your research area and any related controversies;
   - Can discuss these ideas in a context appropriate for your own investigations;
   - Can **evaluate** the work of the others;
   - Clarify important definitions/terminology;
   - Narrow the problem, and make the study feasible.


Good and Bad Literature Review
Bad Literature Review

Sexual harassment has many consequences. Adams, Kottke, and Padgitt (1983) found that some women students said they avoided taking a class or working with certain professors because of the risk of harassment. They also found that men and women students reacted differently. Benson and Thomson's study in *Social Problems* (1982) lists many problems created by sexual harassment. In their excellent book, *The Professor*, Dziech and Weiner (1990) give a long list of difficulties that victims have suffered.

Good Literature Review

The victims of sexual harassment suffer a range of consequences, from lowered self-esteem and loss of self-confidence to withdrawal from social interaction, changed career goals, and depression (Adams, Kottke, and Padgitt, 1983; Benson and Thomson, 1982; Dziech and Weiner, 1990). For example, Adams, Kottke, and Padgitt (1983) noted that 13 percent of women students said they avoided taking a class or working with certain professors because of the risk of harassment.

A literature review IS NOT:

• A summary of available materials without any critical description or component: or
• An annotated bibliography

Argument/View and Evidence
Literature Referencing

The act of providing evidence for arguments and perspectives presented in literature write up – article, long essay, report and et cetera.

1. References provided within the text or the body of the text
2. Compiled references at the end of the text
In the late 1990’s researchers argued that inflation and low wages contributed to unemployment (Uche, 2000; Benson, 2003; Mensah et al., 2004).

A comparative study (Kinson 2006) on the SME industry in Ghana and Uganda shared similar findings on the effects of start-up capital and interest loans on entrepreneurship and unemployment. In a recent study on unemployment in Egypt, Salia (2011) found political instability, poor governance and lack of foreign direct investment to be the critical factors influencing unemployment.
Referencing List


Types of Referencing

Popular
1. Harvard Style
2. APA Style
   - American Psychological Association

Other types
- Chicago Manual of Style
- AMA (American Medical Association)
- CSE (Council of Science Editors)

For a list of all referencing styles
- http://tinyurl.com/listofrefstyle
Popular Styles for Students

• For Harvard style. Please refer to:
  – http://tinyurl.com/harvardedrefstyle

• For APA style. Please refer to:
  – http://tinyurl.com/aparefstyle
Harvard Style Referencing

• A reference in the text or citation consists of a name and date
• e.g. one or more surnames or the name of an organization -- and a date,
  – Smith (2005) or (Smith, 2005)
  – United Nations (1948)
  – Mensah et al. (2009) or (Mensah et al., 2009)
Harvard Style Referencing: within Text

• If the reference name naturally forms part of a sentence, then include it exactly as if no reference is being given. Follow the name by a space and the full year of publication, enclosed in parentheses. (Multiple authorship is dealt with in the same way.) Examples:

  • Carson (1970) argued that ...

  The system developed by Brown & Smith (1986) is ...

  The declaration of human rights published by the United Nations (1948) was ...

  AI has been effective as Hamza (1983) claims ...

  On the other hand, Jones et al. (1988) have reported that ...

  Carson (1970: 23) argued that...

• Carson (1970, p.23) argued that...
Harvard Style Referencing: within Text

Multiple references by the same author(s) can be dealt with by placing a list of years in parentheses.

Examples:

• Jones (1980, 1983, 1987) has repeatedly argued that ...  
• The system developed by Brown & Smith (1986, 1988) is ....

Of if the references are not part of the sentence....

• This point has been made a number of times (Jones 1980, 1983a, 1987; Brown & Smith 1986; Carson 1970), but ...
Harvard Style Referencing: within Text

- **Carson's (1970) paper argues ...**
  - The last example is not universally acceptable; the possessive can always be avoided by appropriate re-phrasing, e.g.:
- **A paper by Carson (1970) argues ..**

Wrong

- **An earlier paper Carson (1970) states that...**
- It has been claimed that the economic plan has been effective, **Hamza (1983).**

Correct

- **An earlier paper by Carson (1970) states that...**
- It has been claimed that the economic plan has been effective (**Hamza, 1983**).
Harvard Style Referencing: within Text

• If the reference name does not form a natural part of the sentence, include both the name and the year, enclosed in parentheses, at an appropriate point in the sentence. (A comma can be placed between the name and the year, but this must be done consistently.)

• Examples:

• An earlier paper (Carson 1970) argues that ...
The ARGA program (Brown & Smith 1986) is ...
The ARGA program (Brown & Smith, 1986) is ...
The Universal Declaration of Human Rights (United Nations 1948) specified ...
On the other hand, it has been reported (Jones et al. 1983) that ..
Harvard Style Referencing: within Text

• Sometimes I prefer to join two names by "&" rather than "and". An advantage of this is that sentences like:

• Both Brown & Smith (1986) and Carson (1970) argue ... are clearer because the "&" and the "and" are distinct
Harvard Style: List of References

Book
- Surname, initials
- (year of publication)
- Title
- Edition
- Publisher
- Place of publication

Example
Harvard Style: List of References

Journal articles

– Surname, A.N.
– (year of publication)
– "Article title"
– Journal Title
– Volume number, Issue number (if it exists)
– Article page numbers.

Example

Harvard Style: List of References

• **Electronic sources**
  • *Website of a company or newspaper*
    - Name
    - (year of publication)
    - "Article title"
    - available at: full url
    - (accessed date)

• **Example**
Referencing List

To learn More and Read More

• For Harvard style. Please refer to:
  – [http://tinyurl.com/harvardrefstyle](http://tinyurl.com/harvardrefstyle)

• For APA style. Please refer to:
  – [http://tinyurl.com/aparefstyle](http://tinyurl.com/aparefstyle)
Goals of Literature Review

1. To demonstrate a familiarity with a body of knowledge and establish credibility. A review tells a reader that the researcher knows the research in an area and knows the major issues. A good review increases a reader’s confidence in the researcher’s professional competence, ability, and background.

2. To show the path of prior research and how a current project is linked to it. A review outlines the direction of research on a question and shows the development of knowledge. A good review places a research project in a context and demonstrates its relevance by making connections to a body of knowledge.

3. To integrate and summarize what is known in an area. A review pulls together and synthesizes different results. A good review points out areas where prior studies agree, where they disagree, and where major questions remain. It collects what is known up to a point in time and indicates the direction for future research.

4. To learn from others and stimulate new ideas. A review tells what others have found so that a researcher can benefit from the efforts of others. A good review identifies blind alleys and suggests hypotheses for replication. It divulges procedures, techniques, and research designs worth copying so that a researcher can better focus hypotheses and gain new insights.
References


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