

**KOFORIDUA POLYTECHNIC
MARKETING DEPARTMENT**

Workshop on Projectwork

18TH JANUARY, 2012

CHAPTER 2

LITERATURE REVIEW

- What ?
- Import ?
- Source ?
- How ?

WHAT

- Details of the entire chapter that reviews related literature to the research topic
- Essential strategy in research to 'look again(re + view)
- Researches done similar, though not necessarily identical to areas of current investigation

IMPORT OF LITERATURE REVIEW

- 1.Tells what is already known and what still needs to be done
- 2.Addresses the suggestion for future research
- 3.Explore contradictory findings in previous studies
- 4.Challenges research findings that contradict what you know or believe to be
- 5.Can introduce you to methodologies that researchers have used effectively
(Neuman,1994)

WHERE

- 1.Books
- 2.Journals
- 3.Newspapers
- 4.Government publication

5.Conference presentation

6.Websites

More recent works give a sense of current perspectives in the area

How

1.Research Topic/ Research Problem

E.g. Beliefs, perception and attitudes of SHS students to

2.Identification of keywords

3.Search and identify resources related to your topic

4.Keep track of specific searches

5.Develop an organised plan

6.Record information and sources

- These information will form basis of the references

HOW - EVALUATE, ORGANISE and SYNTHESISE

1.Compare and contrast varying views

2.Describe the general trend in the views

3.Provide summary and **conclusion.**

CHAPTER 3

METHODOLOGY

Outline of the Presentation

- 3.1. Introduction
- 3.2. Population
- 3.3. Sample and Sampling Procedure(s)
- 3.4. Research Instruments
- 3.5. Data Collection Procedure(s)
- 3.6. Tools for Data Analysis

Content of the Presentation

- The method or procedure section is really the heart of the research/project work.
- The activities should be described with as much detail as possible, and the continuity between them should be apparent.
- Indicate the methodological steps you will take to answer every question or to test every hypothesis or to achieve every objective.

Introduction

Example: This chapter discusses the population, the sample and how it was chosen for the study. The research instruments used in data collection and the research design have also been discussed. Furthermore, the procedure followed in collecting data and the methods of analysing data have also been discussed.

Population, Sample and Sampling Procedure (s)

- The sample is selected from the population using any of the sampling methods”
- Simple Random Sampling
- Stratified Random Sampling
- Cluster Random Sampling

- Others
 - Quota
 - Snow ball
 - etc
- The key reason for being concerned with sampling is that of
- Sampling is critical to *external validity*—the extent to which findings of a study can be generalized to people or situations other than those observed in the study.
- The key word in sampling is *representative*.
- One must ask oneself, “How representative is the sample of the survey population (the group from which the sample is selected)?
- And how representative is the survey population of the target population (the larger group to which we wish to generalize)?
- When a sample is drawn out of convenience (a nonprobability sample), rationale and limitations must be clearly provided.
- If available, outline the characteristics of the sample (by gender, socioeconomic status, or other relevant group membership).
- Detail procedures to follow to obtain informed consent and ensure anonymity and/or confidentiality

Research Instruments

- Outline the instruments you propose to use (questionnaire, structured interview , surveys, observation).
- If instruments have previously been used, identify previous studies and findings related to reliability and validity.
- If instruments have not previously been used, outline procedures you will follow to develop and test their reliability and validity.
- In the latter case, a pilot study is nearly essential
- Include an appendix with a copy of the instruments used

- Also include sample items in the description of the instrument.
- Identify steps to be taken in administering and following up the to obtain a high response rate.

Questionnaire: Some Guidelines

(KISS - Keep It Short and Simple)

- Most potential respondents will give up in horror before even starting a 20-page questionnaire.
- Ask yourself what you will do with the information from each question.
- If you cannot give yourself a satisfactory answer, leave it out.
- Start with an introduction or welcome message
- A good introduction or welcome message will encourage people to complete your questionnaire
- When practical, state who you are and why you want the information in the survey.

Data Collection Procedure(s)

- Outline the general plan for collecting the data. This may include survey administration procedures, interview or observation procedures.
- Include an explicit statement covering the field controls to be employed.
- If appropriate, discuss how you obtained *entré*.

Tools for Data Analysis

Describe the tools used for the analysis

- A **Data Table** is simply an organized way to display all your quality data.
- Data tables may be hand-written or typed in a word processor, but are most useful when created using computer spreadsheet and database programs.
- Well-organized data tables help you analyze the data, and are often used to quickly spot data errors
- **Spreadsheet programs** allow you to print tables, perform calculations, and develop graphs with your data.
- Graphing is an excellent way to display your data.

- **Graphs** are visual tools that help you see trends and correlations among your data.
- **Summary Statistics**
- allow you to describe large data sets with just a few representative values
- There are many kinds of graphs, and you are encouraged to be creative in finding different ways of looking at data analyzing
 - Trends
 - correlations.
- Summary statistics are numbers that you calculate to represent and summarize your data.
- They are especially useful in large data sets.
- The most well-known example is the average, or mean value.
- The first step in developing summary statistics is to decide how you want to organize your data.
- You need to divide your data into groups, or subsets, that are comparable and can be used to support or refute whatever
 - hypothesis you are trying to prove
 - Research question you want to answer
 - Objective you want to achieve
- The most common statistics are calculated to show
 - **Central Tendency**
 - **Variability**
- **Measures of Central Tendency** are statistics you calculate if you want to represent a group of data by a single value.
- This value may also be referred to as the expected or the most-likely value.
- The most common measure of central tendency is the **Mean** , or average value.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

- **Data collection** is the systematic recording of information.
- **Data analysis** involves working to uncover patterns and trends in data sets.
- **Data interpretation** involves explaining those patterns and trends.
 - **application of statistical procedures to analyze specific observed or assumed facts from a particular study**
 - **Information is often compiled into data tables and graphs for easy reference**

Main objectives of this chapter:

- Answer research questions
- Address research objectives
- Test research hypotheses
- **Data Tables and Graphs should have:**
 - Heading
 - Introduction
 - Description

Example

Heading:

Table 4.1: Age Distribution of Respondents

Introduction

The age distribution of respondents is shown in Table 4.1.

Age Group	Men	Women
10 to 18	2	3
19 to 25	1	2
26 to 35	6	13
36 to 45	1	3
46 to 55	1	2
56+	1	1

Description

- The age group 26 – 35 has the highest number of respondent.
- The most profitable single age group at which to aim a marketing campaign would be 26-35, as the average consumption here is higher than in any other age group.
- It may also be a good idea to create a campaign which is aimed more towards women, as their consumption is twice that of their male counterparts.
- A graph of the Table 4.1 shows that the above mentioned age group has the highest level of consumption

Questionnaire Analysis

- A student may conduct a customer satisfaction survey.
- One question may state: "How satisfied are you with the product you purchased?"
- Possible responses to the question may be
 - 1 "very satisfied,"
 - 2 "satisfied,"
 - 3 "neither,"
 - 4 "dissatisfied"
 - 5 "very dissatisfied."

Questionnaire Analysis

<u>Item</u>	Code	Number of Respondents	Percentage
Very Satisfied	1	4	$\frac{9}{20} \times 100 = 45\%$
Satisfied	2	5	
Neither	3	1	$\frac{1}{20} \times 100 = 5\%$
Dissatisfied	4	6	
Very Dissatisfied	5	4	$\frac{10}{20} \times 100 = 50\%$

<u>Item</u>	Code	Number of Respondents	Re-coding	Total
Very Satisfied	1	6	2	12
Satisfied	2	6	1	6
Neither	3	8	0	0
Dissatisfied	4	6	-1	-6
Very Dissatisfied	5	7	-2	-14

Total= -2

Satisfaction Score: **Positive- Satisfied**
Negative- Not Satisfied

- Most marketing research professionals look for significant differences in data when making their interpretations.
- These differences are primarily relevant when comparing survey results from different periods

- consumers may be asked to rate a small company's customer service department on
 - Professionalism
 - Accuracy
 - timeliness
 - whether the problem was actually solved.
- Improvements may have been made in all of these areas, but the timeliness results may have been the only significant improvement.
- Therefore, the interpretation would be that timeliness was the only major customer service with improvement.
- All other results would suggest only anecdotal improvements.

Research question 1: How satisfied are you with the product you purchased?"

Customers' responses to items relating to their satisfaction with product purchased are reported in Table xx. The satisfaction score is 54.8%, the mean mid-range score is 19.6% and the satisfaction score is 25.6 %

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

CONTENT

- **Findings**
- **Conclusions**
- **Recommendations**

A : RESEARCH FINDINGS

- This part is the most straightforward to write
- Opportunity to report the facts that your research discovered
- Purpose is to present facts
- Do not offer opinions

GETTING YOUR FINDINGS

- Go back to your research questions
- Answers to each research question will constitute a major research finding
- There will be four major findings if you have four research questions

WHERE TO GET RESEARCH ANSWERS?

- Analysis of data presented in graphic forms: tables, graphs, pie charts, histogram etc
- sections of narrative accounts gathered through observations
- Verbatim quotes from interviewees

EXAMPLE: THE BRANDING OF ATL PRODUCTS AND ITS EFFECTS ON CONSUMERS

Research questions:

- What constitutes the branding of ATL products?
- How do customers perceive ATL brands?
- Does branding influence consumers' preference for ATL products?
- What aspects of branding influence the most?

DEDUCTIONS: FINDINGS

- For each of the research questions, minor questions would have been deduced through survey (interviews, questionnaires)
- Each answer to a minor question will constitute a minor finding
- The summary of the minor findings will constitute a major finding for the major research question

PROCEDURE

- Structure your findings in a clear, logical, and easily understood manner
- Let the research questions dictate the order of presenting the findings
- Or report your findings thematically; in descending order of importance

HOW TO DO IT

- Return to the research objectives or question(s) and let these dictate the order in which you present your findings
- Or: Report your findings thematically. You present the theme in descending order of importance.

B: CONCLUSIONS- (JUDGEMENT)

OBJECTIVES

- Conclusions are interpretations of your findings.
- You are making judgements instead of presenting facts.

TO THE RESEARCHER

- An opportunity to demonstrate whether you have answered the research questions
- To show the degree of insight you exhibit in researching your findings
- To show your maturity of understanding the issues at stake

FORMULATING CONCLUSIONS

- The key questions to ask of each of the findings are:
 - So what

or

- To what extent have I answered my research question(s), and met my research objective(s)

MATRIX IN PLANNING OF FINDINGS AND FORMULATING CONCLUSIONS

1. Research Questions	Finding: (What factual information did I discover in relation to the specific research question)	Conclusions (What judgements can I make about the results in relation to the specific research question)

NB: Avoid conclusions that are a rehash to their findings

Examples: Question, Findings and conclusions

1.QUESTION What are operational differences between different shifts in the production plant?	FINDING Cases of indiscipline have been twice as frequent on the night shift as on the day shift for the past six months	CONCLUSION The night shift indiscipline problem could be due to the reluctance of senior operators to work on the shift

WHAT TO AVOID

- **NB: Avoid conclusions that are a rehash to their findings**
- Finding: The trotro is the preferred means of transport of residents of Koforidua
- Conclusion: residents of koforidua love the trotro.

C: RECOMMENDATIONS

- OBJECTIVES
 - Practical steps that need to be taken to implement the strategic conclusion

METHODS

- **Turn to your conclusion and ask such questions :**
 - What are the implications for the organisation?
 - What are the implications for the current state of knowledge of the topic?
 - How does it add to the literature?
 - What are the implications for future research?