Literature Review:
The Importance of Theory

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The research process

THE RESEARCH PROCESS – THE EIGHT STEP MODEL
(Adapted from Kumar, 2003, p. 19)

1. Formulate research problem
   - Identify variables
   - Identify categories & typology
   - Big drivers of study
   - Developing hypotheses

2. Conceptualize research design
   - Research design
   - Sampling
   - Measurements
   - Data collection
   - Data analysis

3. Develop data collection
   - Data collection
   - Data analysis
   - Data interpretation
   - Results

4. Write research proposal
   - Literature review
   - Methodology
   - Data analysis
   - Results

5. Data Collection
   - Data collection
   - Data analysis
   - Data interpretation
   - Results

6. Data analysis
   - Data collection
   - Data analysis
   - Data interpretation
   - Results

7. Data interpretation
   - Data collection
   - Data analysis
   - Data interpretation
   - Results

8. Results
   - Summary
   - Discussion
   - Conclusion
   - Recommendations

9. Conclusion of scientific writing

DCE 3004 METODOLOGI PENYELIDIKAN
The contribution of theory to the research

- Theory - a set of interrelated concepts, definitions and proposition that are advanced to explain and predict phenomenon of study.
- A theory is a set of interrelated principles and definitions that present a systematic view of phenomena by specifying relationships among variables with the purpose of explaining natural phenomena.” Kerlinger 1986
  - Explains the cause and effect, why a certain relationship exist.
  - To explain, support phenomenon of study.
  - Forms basis for hypothesis development.
Theories as Bridges Between Independent and Dependent Variables

**Examples**

- **Independent Variable (IV)**: Goal, Job Satisfaction
- **Dependent Variable (DV)**: Job Performance, Turnover
- **Supporting theory**:
  - Path-Goal Theory
  - Mobley Turnover Model

Why would the IV influence or affect the DV? The theory provides an explanation for the influence of IV over the DV.
From the theoretical perspectives, leader supportiveness exhibited by transformational leaders toward the team members would initiate a pattern of exchange that is social and non-contractual in character that creates the norm of reciprocity. According to Blau (1964) social exchange refers to the relationships that entail unspecified future obligations. Social exchange is based on the norm of reciprocity (Gouldner, 1960), which posits that if one exchange partner does something beneficial for the other, that generates an obligation to reciprocate good faith behaviour (Cropanzano & Mitchell, 2005). Team members may choose citizenship behaviour as a means of reciprocation to their facilitator or coach transformational leadership behaviour. Wayne, Shore and Liden (1997) suggest that the norm of reciprocity creates obligations toward another when that party has engaged in a previous behaviour that was beneficial to the recipient. In this context, the leader’s supportive behaviour toward his or her team members creates feeling of obligations on the team members to reciprocate the leader’s behaviour. It is therefore hypothesized that:

**Hypothesis 2.** Transformational leadership behaviour has positive relationship on organizational citizenship behaviour in self managed work team.

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**Example how theory explain the phenomenon of your study**

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**Placement of theory in quantitative research studies**

- In quantitative studies – one uses theory deductively and places it at the beginning of the study.  
  - The objective is to test or verify the theory (rather than developing a theory).  
  - Explains and predicts the probable relationship between independent and dependent variable  
- In quantitative studies – a researcher need to: [see Creswell (2003) pg. 128 -130]  
  - Identify the theory for the study.  
  - Describe the theory  
  - **Describe the use of the theory**  
  - Explain the variables in the theory  
  - Applied the concepts/proposition of the theory on one’s study.  
  - Conclude with ‘if’.....‘then’ logic to relate the IV to the DV.
Placement of theory in qualitative research studies

- To provide a broad explanation for the phenomena to be studied
- Use a theoretical perspective to guide their study as to what are the important issues to be examined

Level of theories

- Theories may be categorized according to the level of description that the theory provides.
  - Descriptive theory -
    - a theory that simply describe how certain variables are related without providing an explanation for that relationship
    - Describe dimensions or characteristics of a phenomenon. Example: Health related quality of life
    - Example: Wundt (1897) maintained that consciousness is made up of psychical elements (sensations, feelings, and volition)
Analogical Theories - a theory which explains a relationship through analogy.

- Borrow from well-understood models (ex: physical systems) by suggesting that the system to be explained behaves in a similar fashion to that described by the well-understood model.
- Example: Living Systems Theory

<table>
<thead>
<tr>
<th>General System Properties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
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<tr>
<td>Function</td>
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<tr>
<td>Units</td>
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<td>Differentiation</td>
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<td>Subsystems</td>
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<td>Boundary</td>
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<td>Defenses</td>
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</tbody>
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Fundamental Theories - (At the highest level) theories created to explain phenomena within a particular area of research.

- Do not depend on analogy to provide their basic structures.
- Propose a new structure that directly relates the variables and constants of the system.
- Example: Perceived Organizational Support Theory
Developing a theoretical and conceptual framework

- Theoretical framework
  - Number of theories developed phenomena from different perspective

- Conceptual framework
  - Describe the aspect you selected from your theoretical framework to become the basis of your study

Where to locate theory in journals/research reports?

- Literature review section
  - Review papers/Books
  - Empirical papers
  - Chapter II of Thesis
Example of Conceptual Definition

Self-efficacy and Training Effectiveness

Self-efficacy is “...defined as people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses” (Bandura, 1986, p. 391). Self-efficacy has been shown to predict performance in computer software training (Gist, Schoerwer, & Rosen, 1989), interpersonal skills training (Gist, Stevens & Bavetta, 1991), and mil-


Example of theoretical support – Qualitative study

Organizational support theory suggests that such perceived organizational support would strengthen affective commitment to the organization (Eisenberger et al., 1986, 2001; Rhoades, Eisenberger, & Armeli, 2001; Shore & Shore, 1995), which has been defined as an individual's identification with, involvement in, and emotional attachment to, an organization (Allen & Meyer, 1990; Meyer & Allen, 1991, 1997). In agreement with this view, several studies reported perceived organizational support and organizational affective commitment to be strongly related (Eisenberger, Fasolo, & Davis-LaMastro, 1990; Guzzo, Nooren, & Ellis, 1994; Hutchinson, 1997b; Settoum, Bennett, & Liden, 1996; Shore & Tetreck, 1991; Shore & Wayne, 1992; Wayne, Shore, & Liden, 1997). Although per-
Theory vs Model

- model - "any simplified abstract of reality " (Lucey, 1991).
- Simplified explanation of a theory.
- A **conceptual** model - a pattern of interrelated concepts.

Framework for applying the psychological contract to the employment relationship

<table>
<thead>
<tr>
<th>Contextual and Background Factors</th>
<th>Policy and Practice</th>
<th>Psychological Contract</th>
<th>State of the Psychological Contract</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual: Age Gender Education Level in organisation Type of work Hours worked Employment contract Ethnicity Tenure Income</td>
<td>IHR policy and practices Leadership/ Climate Employment relations Quality of workplace</td>
<td>Reciprocal promises and obligations Delivery of the deal Fairness</td>
<td>Trust</td>
<td>Attitudinal Consequences: Organizational commitment Work satisfaction Work-life balance Job security Motivation Stress</td>
</tr>
<tr>
<td>Organizational: Sector Size Ownership Business strategy Union recognition</td>
<td></td>
<td></td>
<td>Behavioural Consequences: Attendance Intention to stay/quit Job performance OCB</td>
<td></td>
</tr>
</tbody>
</table>
OUTCOMES

High internal work motivation
High work effectiveness
High general job satisfaction
Low absenteeism and labor turnover

CRITICAL PSYCHOLOGICAL STATES

High internal work motivation
High work effectiveness
High general job satisfaction
Low absenteeism and labor turnover

Job Characteristics Model (Hackman & Oldham, 1976, 1980)

ORGANIZATIONAL CONTEXT

A context that supports and reinforces competent task work via:
- Reward system
- Education system
- Information system

GROUP DESIGN

A design that prompts and facilitates competent work on the task via:
- Structure of the task
- Composition of the group
- Group norms about the performance processes

WORK TECHNOLOGY

- Demands of the task

PROCESS CRITERIA OF EFFECTIVENESS

- Level of effort brought to bear on the group task
- Amount of knowledge and skill applied to the task
- Appropriateness of task performance strategies used by the group

GROUP EFFECTIVENESS

Task output acceptable to those who receive or review it
- Capability of the members to work together in the future is maintained or strengthened
- Members’ needs are made satisfied rather than frustrated by the group

GROUP SYNERGY

Assistance to the group interacting in ways that:
- Reduce process losses
- Create synergistic process gains

1. Hackman’s Normative Model of Work Team Effectiveness
Example of the use of model to explain the phenomenon of study – Quantitative study


Example of the use of model to explain the phenomenon of study – **Qualitative study**


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**Tugasan 1c**

Menyediakan satu artikel (dari buku/artikel journal) mengenai teori berkaitan dengan kajian yang akan dijalankan.

- Pelajar dikehendaki meninjau satu teori yang diguna yang berkaitan dengan pembolehubah yang dikaji dalam kumpulan masing-masing.
- Pelajar perlu menjelaskan latarbelakang teori, proposisi teori tersebut, dan bagaimana teori tersebut menjelaskan pembolehubah yang dikaji.
- Pelajar perlu melampirkan jurnal artikel (penuh) atau salinan bab dalam buku yang diguna. Untuk bab buku, perlu nyatakan bibliografi buku tersebut.
- Pelajar dibenarkan mengulas teori yang sama dengan ahli dalam kumpulan anda, tetapi perlu dari sumber (jurnal artikel/buku) yang berlainan.

Tarikh penyerahan: **Week 6 - Friday**
In reviewing theory:

- Who developed the theory?
- What is the theory all about?
- How does the theory explain the phenomenon of study (IV – DV)?