DEC 3002 Metodologi Kajian AMALI

Literature Review – Problem Identification

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Resources

Some of the info for this presentation was taken from

- Creswell (2008)
RESEARCHER BEGINS A STUDY BY IDENTIFYING A RESEARCH PROBLEM (Creswell, 2008)

Why the Research Problem Is Important

- It establishes the importance of the topic.
- It creates reader interest.
- It focuses the reader’s attention on how the study will add to the literature.
The research problem

- A research problem is defined as a general issue, concern, or controversy studied in research (Ellis & Levy, 2008).
- “without some sort of statement of problem, the scientist can rarely go further and expect the work to be fruitful” (Kerlinger & Lee, 2000 p. 15).
- An adequate statement of the research problem is one of the most important parts of research. But the identification of the research problem is the most difficult yet an important part of the whole research process (Kerlinger & Lee, 2000 p. 15).
- Research problem has to be a well-articulated, well-supported, and well-argued problem (Ellis & Levy, 2008).

How Research Objective is formulated

Common Research Problem:
- Lack of Research
- Some of the phenomena is still unexplained
- Inconsistencies in findings
- Methodological problem in mist research

By getting answers to those research questions, the study goals are met and a contribution towards solving the problem is made (Leedy & Ormrod, 2005 in Ellis & Levy, 2008).
How the Problem Differs From Other Parts of Research

- A research problem is an issue or problem in the study.
- A research topic is the broad subject matter being addressed in a study.
- A purpose is the major intent or objective of the study.
- Research questions are those that the researcher would like answered or addressed in the study.

Sources of problem

- Observation our surroundings
- Our experiences
- Other people experiences
- Discussion among individual or group
- Reading of newspapers and internet
- Watching and listening to TV and radio
- Reading of magazine, books, journals
- Identifying the concepts, phenomena, theory or elements of interest
Sources of Research Problems & Problem recognition

- Sources:
  - Observation.
  - Literature reviews.
  - Professional conferences.
  - Experts.
- Problem recognition:
  - Critical evaluation of current literature reviews
  - Shortcomings and topics for further research
  - Extending or generalizing the findings: Ex. Study conducted only among undergraduates, no study conducted in post-graduate students or distance education students

Stating the Research Problem

- Once research problem is identified:
  - State that problem clearly and completely.
  - State the case for the establishment of the problem.
  - Ask your self whether it is practical/possible (feasible) for you to do the research.
- Identify sub-problems - to reflect the objectives of your research:
  - Completely reseachable units.
  - Add up to the total problem.
  - Must be clearly tied to the interpretation of the data.
Criteria in problem selection

- Limitation of a researcher
- Interest of a researcher
- Contribution of findings towards improving knowledge
- Can develop and expand solution of new problem
- Theoretical and or Practical values of findings
- Availability sources of references/ bibliography
- Can be empirically studied
- Can be ethically conducted

Five Elements of a “Problem Statement”

<table>
<thead>
<tr>
<th>Flow of Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
</tr>
<tr>
<td>Subject area</td>
</tr>
<tr>
<td>The Problem/Issue</td>
</tr>
<tr>
<td>Evidence for the Issue</td>
</tr>
<tr>
<td>Deficiencies in the Evidence</td>
</tr>
<tr>
<td>What Remediying the Deficiencies Will Do for Select Audience</td>
</tr>
</tbody>
</table>

- A concern
- A problem
- Something that needs a solution
- Evidence from the literature
- Evidence from practical experiences
- What was already studied?
- In this body of evidence, what is missing?
- What do we need to know more about?

How will addressing what we need to know help:
- researchers
- educators
- policy makers
- individuals such as those in the study

Advancing the Topic

- The topic is introduced in the first paragraphs.
- The topic includes the general subject matter.
- The topic must be introduced so that the reader can relate to it.

Stating the Research Problem

- State the problem in the opening paragraph
- Identify an issue
  - Research-based research problems
  - Practical problems
- Reference the problem using the literature
Justifying the Importance of the Research Problem

- Justification based on what other researchers have found
- Justification based on personal or workplace experiences
- Justification based on the experiences others have had in the workplace

Identifying Deficiencies in the Evidence

- What do we still need to know?
- What else do we need to know to improve practice?
Identify the Audience – Study significance

Ask the following question: “Who will profit from reading our study?”

- Other researchers
- Practitioners
- Policy makers
- Special populations (e.g., parents)

Writing the Statement of the Problem Section

- Include one paragraph for each of the five elements
- Heavily reference this section to the literature
- Provide statistics to support trends
- Use quotes from participants (in moderation)
Example of the Flow of Ideas in the Problem Statement

Flow of Ideas

- **Topic**
  - Concern or issue
  - A problem
  - Something that needs a solution

- **Research Problem**
  - Evidence from the literature
  - Evidence from practical experience

- **Justification for Research Problem**
  - In this body of evidence what is missing or what do we need to know more about?

- **Deficiencies in the Evidence**
  - How will addressing what we need to know help researchers, educators, policy makers, and other individuals?

- **Relating the Discussion to Audiences**
  - Develop theory

**Subject area**
- Concern or issue
- A problem
- Something that needs a solution

**Psychological Contract Breach**
- The outcomes of PYCB
- Many study reported several outcomes such as job satisfaction, commitment.
- Little attention is focused on its effect on employee turnover

**An Example**

Locating the Research Problem

Look in the opening paragraphs of the study for one or more of the following:

- What is the issue or problem?
- What controversy leads to the need for a study?
- What concern is being addressed behind the study?
- Is there a sentence such as, “The problem being addressed in this study is...”? 

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Example of research problem

Academic Dishonesty: Are Business Students Different From Other College Students?

Rachel L. Christiansen, University of Georgia

ABSTRACT: This study examined the prevalence of academic dishonesty among business students and non-business students at a large southeastern university. The data were obtained through a self-administered survey. Students were asked to report their involvement in a variety of behaviors associated with academic dishonesty, including cheating, plagiarism, and the use of unauthorized assistance. The results indicated that business students were more likely to engage in academic dishonesty than non-business students. These findings have implications for educators and administrators who wish to address this issue in the classroom and across the campus.

Research Problem

More example of research problem

Modeling Academic Dishonesty: The Role of Student Perceptions and Misconduct Type

Timothy O. Blasing, Hilda Patton, and Kenneth Resedalay

ABSTRACT: This study investigates the role of student perceptions and misconduct type in academic dishonesty. The authors used a survey to measure student perceptions of academic dishonesty and the perceived consequences of such behavior. The results indicated that student perceptions of academic dishonesty were significantly related to the likelihood of engaging in such behavior. In addition, the type of misconduct was found to be an important predictor of academic dishonesty. These findings have implications for educators and administrators who wish to address this issue in the classroom and across the campus.

Keywords: Academic dishonesty, student perceptions, misconduct type

Research Problem

Research Problem

Research Problem
ACADEMIC DISHONESTY: AN EXPLORATORY STUDY
EXAMINING WHETHER INSURANCE STUDENTS ARE
DIFFERENT FROM OTHER COLLEGE STUDENTS

Karen L. Bannen
Jacqueline K. Drexler
Tahera Iyer

ABSTRACT

This exploratory study compares academic dishonesty among insurance students with other college students. The purpose of the study is to examine the extent of academic dishonesty among insurance students and other college students. The study was conducted using a survey that assessed students' perceptions of academic dishonesty. The results indicate that insurance students are more likely to engage in academic dishonesty compared to other college students. This finding has important implications for higher education institutions, as it suggests that insurance programs may need to implement additional strategies to prevent academic dishonesty. The study also highlights the need for further research to understand the factors that contribute to academic dishonesty among insurance students.
Example of review of problem statement.

In this study, the researcher states that there is a big concern regarding the ethical concerns in the insurance field. The researcher reported a study conducted 18 years ago reporting that insurance students are more likely to behave ethically than insurance agents. However, this issue has not been recently addressed, although the need for ethical education for insurance students has been discussed considerably.

In the insurance field specifically, there have been discussions of both ethical concerns and approaches to addressing them (see, e.g., Cooper, 1998; Cooper and Frank, 2002; Cooper and Frank, 2005). These ethical challenges impact both the property-liability and life insurance businesses (Cooper and Frank, 2002), attracting political and legal attention (Requet, 2009), and impact insurance professionals’ reputations, businesses, and professional relationships (Hamburger, 2007). In terms of insurance students, Eastman et al. (1997) found that insurance students demonstrated significantly lower levels of both personal and professional ethics than did insurance agents and a significantly greater likelihood of actually behaving unethically. While the insurance literature does not directly address the issue of academic dishonesty on the part of insurance majors, there has been considerable discussion about the need for ethics education (Driskill, 1991; Mullan, 1994; Levy, 2006). Thus, the issue of academic dishonesty, including the extent of the problem for students majoring in insurance, has not been addressed in the existing insurance literature. This is the subject of this study.

Example of Conceptual and Operational Definition

Counterproductive Work Behaviors

A commonly used framework for discussing CWB is that of Fox and Spencer (1996), who suggested that behaviors can be categorized around the target of the behavior, the organization (CWB-O) and individual (CWB-I). Fox and Spencer (1996) have found contract breaches to relate to both CWB-O and CWB-I. However, Berry et al. (2002) noted that while this is a commonly used categorization schema, it is not the only one in the literature. In their meta-analysis, while reporting distinctions between CWB-O and CWB-I, Berry et al. (2002) noted that various levels of specificity in defining CWB may be of use depending on the research question involved. collapsing all CWB into one category may eliminate meaningful variance in predicting subcategories of behavior. In addition, not all types of CWB may necessarily have the same antecedents (Spector et al., 2009). Thus, we include five categories of CWB as defined by Spector et al. (2006): abuse against others, productive deviance, sabotage, theft, and withdrawal.

Example of the use of theory to explain study phenomenon

Psychological Contracts

The psychological contract can be defined as the employee’s belief regarding the mutual obligations between the employer and the employee (Thoemmes 1989). When an employee perceives that the organization has failed to live up to one or more of its promises, scholars have labeled this as violation, breach, and/or low fulfillment (Morrison and Robinson 1997; Robinson and Morrison 2003; Rousseau and McLean Parks 1993).

Several theoretical frameworks have been used to explain an employee’s response to psychological contract breach. According to control theory (Carver and DeSmet 1987), when employees perceive a discrepancy between what they were promised by the organization and what they received, they try to eliminate or reduce the imbalance. This theoretical rationale would suggest a specific connection between the type of breach and the type of behavioral response. Social exchange theory (Blau 1964) and resource exchange theory (Perry and Pias 1983) propose that individuals exchange resources (money, information, and services) with each other to maintain a relationship. A symmetric exchange of resources keeps the relationship.

What you need to do?

- Review 5 journals
- Identify the research problem put forward by the researchers.
- Example:

  Kajian ini telah mengemukakan tiga permasalahan kajian. Pertama, pengaji mengatakan bahawa tidak semua kajian yang dijalankan telah mengesahkan bahawa ketidakjujuran akademik mempunyai pelbagai bentuk. Pemasalahan kedua, pengaji mengatakan tidak semua kajian yang telah dijalankan membincangkan tentang perpesis ketidakjujuran akademik yang berbeza di antara pelajar dan pensyarah. Pemasalahan ketiga, pengkaji mengatakan bahawa kebanyakan kajian yang telah dijalankan berkenaan dengan kedua-dua perkara di atas hanya dijalankan secara deskriptif sahaja.  
  (Problem from journal article in Slide 14)