

TOPIC 3

Secondary and primary data sources



Data

- ▶ **Facts or recorded measures of certain phenomena**
- ▶ **Relevance:**
 - ▶ How pertinent data are to the situation at hand
- ▶ **Quality**
 - ▶ Level to which data represent the true situation
- ▶ **Timeliness**
 - ▶ Data are current enough
- ▶ **Completeness**
 - ▶ Having the right amount of information

Sources: Zikmund et al. (2013)



Secondary and primary data

- ▶ **Secondary data:**
Data that have already (previously) been collected for some purpose i.e. not specifically for the project / study at hand
- ▶ **Primary data:**
Data directly observed or gathered by the researcher engaged in the project / study at hand

Sources: Zikmund et al. (2013); Quinlan (2012)

The research process

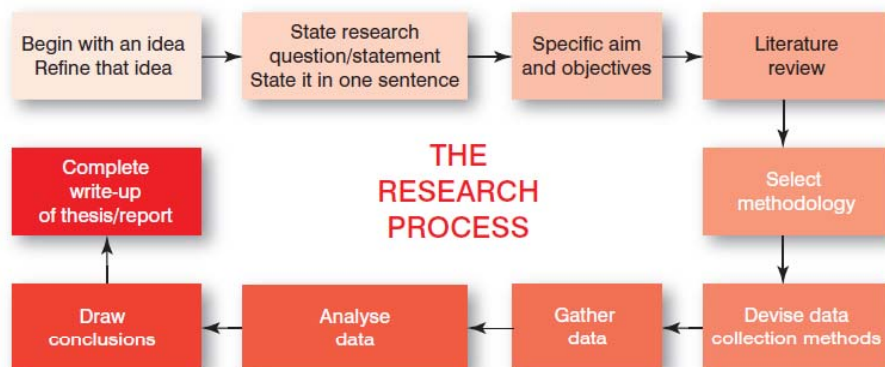


Figure 1.1 The research process

Sources: Quinlan (2012)

Model of the Four Frameworks

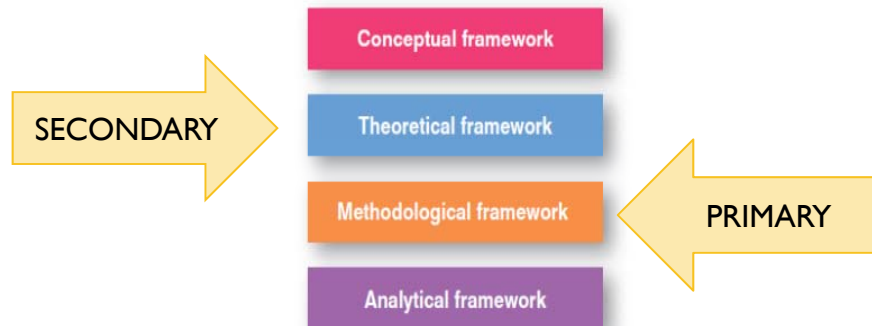
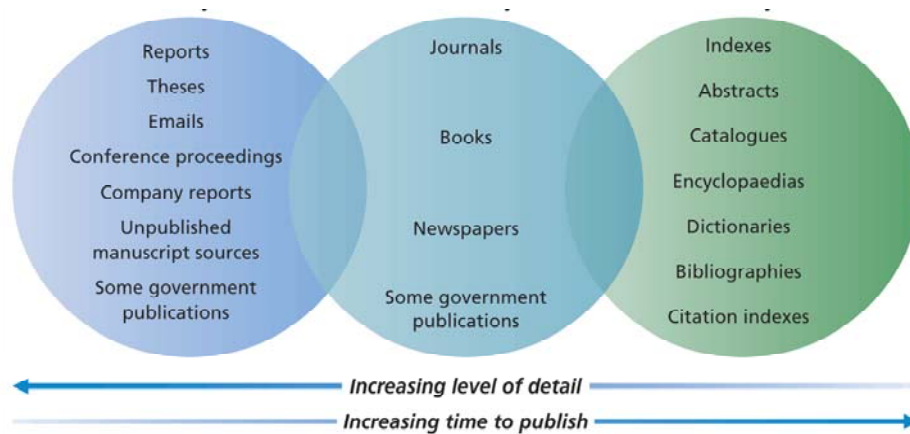


Figure 1.2 The four frameworks

Sources: Quinlan (2012)

Literature review: Sources



Sources: Saunders et al. (2009)

Search strategy

- ▶ In order to generate useful and thorough key word searches, the researcher develops a search strategy
 - ▶ **A key objective of the search is that the researcher identifies, sources and develops an understanding of all of the literature relevant to their study**
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Ex. 3 – YOUR LITERATURE REVIEW

- ▶ Identify:

Keywords for your search

Sources of secondary data for your search

A plan for your search



Main purposes of a critical review

- ▶ To avoid repeating work already undertaken
- ▶ To refine research questions and objectives
- ▶ To provide insights into strategies and techniques appropriate to your research objectives

Sources: Based on Gall et al. (2006)

Adopting a critical perspective

The most important skills are:

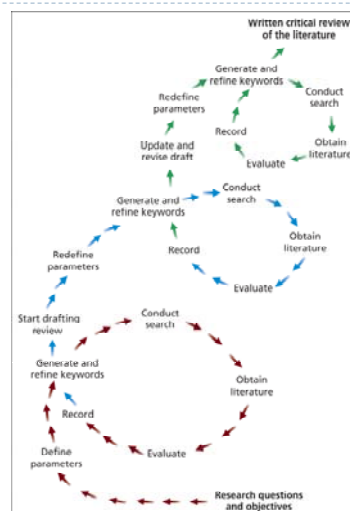
- ▶ The capacity to evaluate what you read
- ▶ The capacity to relate what you read to other information

Sources: Wallace and Wray (2006)

Content of a critical review

- ▶ Include key academic theories
- ▶ Demonstrate current knowledge of the area
- ▶ Use clear referencing for the reader to find the original cited publications
- ▶ Acknowledge the research of others

The literature review process



Sources: Saunders et al. (2009)

Ethics in research (reminder)

Ethics:

‘The appropriateness of your behaviour in relation to the rights of those who become the subject of or are affected by your work’

- ▶ Critically engage with your own ethical standards and behaviours
- ▶ Critically engage with the ethical standards of your own research

Sources: Adapted from Saunders et al. (2009); Quinlan (2012)



Plagiarism (and self-plagiarism)

Plagiarism – plagiarism, the presentation of somebody else’s work as your own, is a most serious offence

To avoid plagiarism and accusations of plagiarism you must learn to reference properly

Don’t forget to acknowledge your previous work where used again

Sources: Adapted from Quinlan (2012)



Model of the Four Frameworks

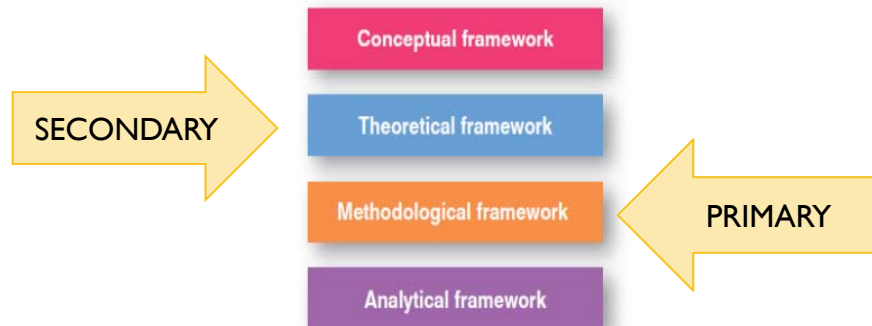


Figure 1.2 The four frameworks

Sources: Quinlan (2012)

Formulating the research paradigm

The research paradigm needs

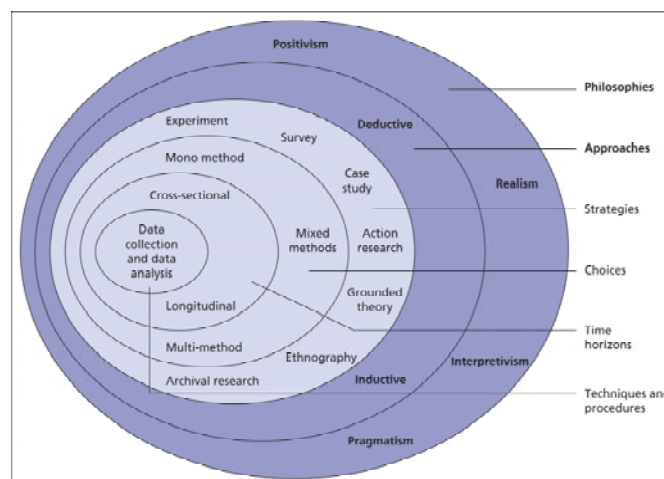
- ▶ Clear objectives (from the research question)
- ▶ **Valid reasons for your choices**
- ▶ To specify sources of data collection
- ▶ To consider constraints and ethical issues

What is a research paradigm?

‘A way of examining social phenomena from which particular understandings of these phenomena can be gained and explanations attempted’

Sources: Saunders et al. (2009)

The ‘research onion’



Sources: Saunders et al. (2008)

Ex. 4.1 – YOUR RESEARCH PARADIGM

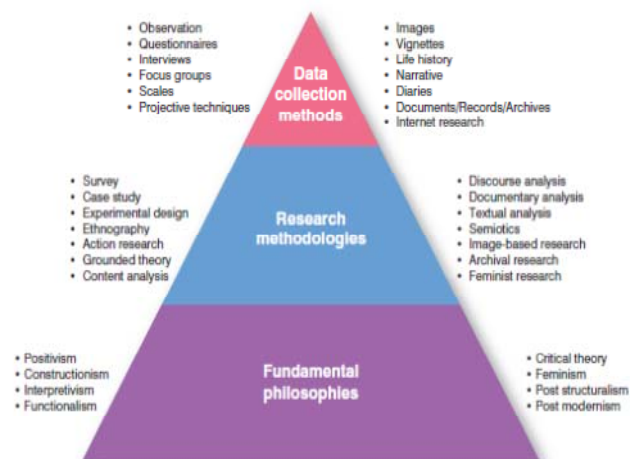
► Reflect upon:

The nature of your study

Ways to generate knowledge for your study



The methodological pyramid



Sources: Quinlan (2012)



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Sources: Adapted from Saunders et al. (2009); Quinlan (2012)



Validity, power and transparency

Validity – The concept of validity in research is a question of how logical, truthful, robust, sound, reasonable, meaningful and useful is the research.

Power – Every researcher should critically examine their engagement with their research in terms of their own personal, organisational and institutional power, and the impact that may have on the research

Transparency – Open and honest communication about your research to identify and eliminate potential harms

Sources: Adapted from Quinlan (2012)



Remember...

“there is no one best way for undertaking all research”

Saunders et al. (2009)