Public Lecture

Good and Bad Literature Review

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Ohh...what is Lit Review?

• Watch videos for guideline
• Refer to methodology books for guideline
• Read relevant websites for guideline
• Read dissertations and look how literature review is written
• What is next?
• What are the skills required to do lit. review?
Lit. Review and Viva, Re-examine, Re-viva

- Poor – incoherent, inadequate content
  - rewrite, reorganize, add more literature, minor language problems
- Bad – incoherent, inadequate, unorganized, unacceptable format, some language problems
  - Rewrite, reorganize, add more literature, proofreading
- Worse – incoherent, inadequate, unorganized, unacceptable format, poor language (RE-EXAMINE) affects conceptual framework, scope of data, discussion of findings
- Worst – too brief, incoherent, inadequate, unorganized, unacceptable format, poor language (RE-VIVA) affects conceptual framework, scope of data, data analysis, discussion of findings,
Common questions

• What?
  • A critical synthesis of previous research which leads logically to the research question(s) that you wish to ask/explore in your project or dissertation.

• Why? The purpose of a literature review is to:
  • establish a theoretical framework for your topic / subject area
  • define key terms, definitions and terminology
  • identify studies, models, case studies etc supporting your topic
  • define / establish your area of study, ie your research topic.
Key points of a literature review

• Tell me: what do the theories say (theory) and how are these theories related to my research?

• Tell me: what has been done in the past, how were the studies carried out and what were found (methodology and past studies), how are the studies related to each other? (strengths, weaknesses, things in common)

• Tell me: what the findings and what is missing, i.e., the gap that my research intends to fill as to avoid “reinventing the wheels”

Your own voice is very critical. Where is your voice?
Overview of Research Process

- Pre-determined Problems
- Literature review
- Emerging Problems
- Research Q or Hypothesis
- Instruments
- Data analysis
- Conceptual framework
- Theoretical framework

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What make it good or bad?

- **Structure**
  - rhetoric, organization

- **Format**
  - style, presentation

- **Content**
  - adequacy, substantive

- **Language**
  - coherence, grammar, mechanics

  The arts of writing; The arts of persuasion
  Logical order

  Gaya UKM?, Own style?

  How many references?
  MA? PhD? Scope of years?

  Proof-reader professional
  Friend Proof-reader

**Key points:** Present, help readers to comprehend, and convince
Source of references

• Credible
  • Journals, books, reports, proceedings, thesis
  • Papers presented at conferences
  • Dissertations, Ph.D., M.A.

• Less credible
  • Magazines, newsletter, newspapers, Wikipedia
How old?

- Time line of the literature
- Theories, ideas, findings are developmental
- Theories, ideas, findings are challenged, criticized, and modified
- Follow the chronological order

1997
Old, outdated, obsolete
Social Sc.

2007
Reasonable

2017
Recommended
Science

2027
Sustainable
Flow chart of critical review of literature

1. Problems to be solved?
   - Environmental scanning
     - Identify the articles
     - Select the most appropriate ones
   - Synthesis
     - Summary
       - How to?
       - 11 things to remember

2. How to?
   - Analyse
     - Sort
     - Classify
     - Compare-Contrast
   - Construct and Reconstruct
   - Critical assessment
     - How to?
     - 11 things to remember
11 things to remember when you do Lit. Review

1. What are the main points / theories / key issues raised in the text, e.g. book or article?
2. Summarise the main points the writer is making.
3. Examine the theoretical framework used in the studies
4. Look for instruments used, if any
5. Notice how data were collected and analyzed
6. Take details of any quotes, or page references that you think may be good to use in your literature review.
...11 things to remember when you do Lit. Review

7. Make sure you keep track of all bibliographic information, e.g. author, date, title of book, publisher/journal, page numbers etc.

8. Note the way the author has used the original material. If you have copied the author's words directly, make sure you place them in quotation marks and cite the page number.

9. What is the author's stated or implied purpose?

10. What conclusions have the author made?

11. What are the points that support the conclusions?
Serious thinking

- **Selecting**—“pick and choose” the literature; well-known, leading figures
- **Synthesizing**—extract and put things together
- **Analyzing**—what is the best for your research reference
- **Re-conceptualizing**—come out with conclusions, framework, plan, review research topic and interest, and narrow your focus
- Lit. review is not a summary of each past study, but an assessment, critical review of past studies
Lit. review is not a summary of past studies, but an assessment, critical review of past studies

Paragraphs

- Krashen (1987) conducted a study on..................
- Long (1990) carried out a study that involved 359 students ..................
- Ahmad (2005) reported in his study.................
- Supyan (2013) studied a new teaching practice at... ............... 

Use: Themes, sub-themes, topics, sub-topics, must refer to your conceptual framework (the variables that you include in your study)
Visit

1. https://supyanphd.wordpress.com/2012/11/01/lit-review-1-how-to-look-for-articles-from-journals/
2. https://supyanphd.wordpress.com/2016/02/02/lit-review-2-how-to-look-for-articles-for-review/
3. https://supyanphd.wordpress.com/2016/02/02/lit-review-3-read-and-synthesize-information-from-the-studies/
4. https://supyanphd.wordpress.com/2016/02/02/lit-review-4-analyze-and-construct-meaning/
Compare notes

• Presentation
• Annotated bibliography
• Critical assessment of the past studies
  • Themes (and sub-themes)
  • Arrange in chronological order (2005, 2006, 2007..)
Overview of Research Process

Pre-determined Problems → Literature review → Emerging Problems

Research Q Or Hypothesis → Instruments → Data analysis

Conceptual framework → Theoretical framework
**Description and summary of findings of studies evaluating complex national or regional interventions incorporating components from more than one health system building block.**

<table>
<thead>
<tr>
<th>Study, Setting and Sample Size</th>
<th>Study Design</th>
<th>Summary of Intervention</th>
<th>Health System Building Blocks Included</th>
<th>Summary of Findings</th>
<th>Risk of Bias Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nissinen et al. 1983 [31] North Karelia – Finland n = 3,002</td>
<td>Cohort study with control area – 5-y follow-up from 1972–1977</td>
<td>Introduction of systematic HT care within the existing primary health care structure. The program featured public health education, training of health personnel, reorganization of primary care services, and creation of an information system.</td>
<td>1. Human resources 2. Physical resources 3. Delivery and governance.</td>
<td>BP levels fell further in both hypertensive men and women in intervention region compared to control region (p &lt; 0.001)</td>
<td>High risk of selection bias, High risk of confounding.</td>
</tr>
<tr>
<td>Labhardt et al. 2010 [28] Central Region, Cameroon n = 493</td>
<td>Cohort study – before and after intervention, no control group. Median follow up 102 d.</td>
<td>Integration of care for HT and type 2 diabetes into the existing primary health care system by task shifting from physicians in hospitals to non-physician clinicians in health centers. The intervention included training, equipment and regional supervision and monitoring. Local treatment protocols were adapted from international guidance.</td>
<td>1. Human resources 2. Physical resources 3. Intellectual resources 4. Delivery and governance.</td>
<td>Fall in BP from baseline to follow-up: Systolic BP fell by −26.5 mmHg (95% CI −12.5 to −40.5), Diastolic BP fell by 17.2 mmHg (95% CI −7.1 to −27.3)</td>
<td>High risk of selection bias and differential misclassification bias.</td>
</tr>
<tr>
<td>Khosravi et al. 2010 [38]. Iran, Intervention areas Ifsahan and Najaf-Abad n = 12,514/9,572 (pre-/post-intervention survey)</td>
<td>Ecological study – surveys performed before and after intervention. (6-y follow-up) Reference area included.</td>
<td>Ifsahan Healthy Heart Program: Complex regional intervention incorporating 3 strategies 1. Educating health professionals in HT management (includes publication of local guidelines). 2. Public education. 3. Occasional free BP measurement and cardiovascular risk assessment services.</td>
<td>1. Human resources 2. Intellectual resources 3. Delivery and governance.</td>
<td>Improvement in BP awareness, treatment and control in intervention area (p &lt; 0.001 for all outcomes). Improvements also seen in reference area. (p &lt; 0.05 for all outcomes).</td>
<td>High risk of confounding.</td>
</tr>
<tr>
<td>Gulliford et al. 1999 [39]. Trinidad and Tobago. n = 690/1,597 (pre-/post intervention survey)</td>
<td>Ecological study – surveys performed before and after intervention. (5-y follow-up)</td>
<td>National intervention to improve diabetes care in Trinidad and Tobago. Intervention included: 1. Evaluation of diabetes care and feedback of findings. 2. Training workshops for doctors. 3. Publication and dissemination of guidelines.</td>
<td>1. Human resources 2. Intellectual resources 3. Delivery and governance.</td>
<td>Adjusted OR for BP control amongst diabetics post intervention versus pre-intervention = 1.24 (95% CI 0.84–1.85)</td>
<td>High risk of selection bias, High risk of non-differential misclassification.</td>
</tr>
</tbody>
</table>


http://journals.plos.org/plosmedicine/article?id=info:doi/10.1371/journal.pmed.1001490

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Presenting Literature Review

• Which structure makes sense?

1. 2.1 Theoretical Framework

2. 2.2 Past Studies

3. 2.1 Past Studies

Themes
1. 2.

2.2 Theoretical Framework

2.3 Conceptual Framework

Theory 1
Past Studies

Theory 2
Past Studies

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Does this sequence of structure make sense? Macro-separation

**Writing Approaches**

Discuss the relevant theories, focus on the **key concepts, elements, ideas,** or **principles** that are derived from the theories.

**Writing Approaches**

Discuss past studies’ findings based on the key concepts, elements, ideas, and principles that have been discussed in the theoretical framework.
Presenting Literature Review

• Does this sequence of structure make sense? Micro-separation

2 Writing Approaches
Discuss past studies’ findings based on the key concepts, elements, ideas, and principles that have been discussed in the theoretical framework.

Writing Approaches
Discuss the relevant theories, focus on the key concepts, elements, ideas, of the theories, or principles that are derived from the theories.

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Presenting Literature Review

• Do these structures make sense? Micro-separation

Theme 1: Writing Approaches
Past Studies
Theory

Theme 2: Writing Approaches
Past Studies
Theory

Theme 1: Writing Approaches
Theory
Past Studies

Theme 2: Writing Approaches
Theory
Past Studies
Theoretical vs Conceptual Frameworks

• Both are abstracts (ideas)
• Both can be presented in a diagram format or a model; a visual representation of ideas and the relationship among the ideas
• CF is required but TF is optional

Question: where to put these frameworks in the thesis? Chapter 1 or Chapter 2?
Theoretical vs Conceptual Frameworks

• Which one serves as a basis of the study? TF o CF?
• Which has a bigger scope? TF or CF?
• Which one has more coverage? TF or CF?
• Which one is “a parent”, which one is “a child”? TF or CF?
• Which one that guides the particular research? TF or CF?
• Which one that guides to answer research questions? TF or CF?
• Which one is yours? TF or CF?
• Which one is to be placed in Chapter 1? TF or CF? or both?
• Which one is to be placed in Chapter 2? TF or CF? or both?
Literature Review and Chapters

- Pre-determined Problems
- Literature review
- Emerging Problems
- Research Q/Or Hypothesis
- Instruments
- Data analysis
- Conceptual framework
- Theoretical framework

C1
C1
C1
C1
C2
Taking all key ideas into consideration, 4 key ideas are determined to be studied in your research.

Which one is used to guide you to answer your Research Questions?
e.g. CF
Presenting the review

Which is more logical to use for **theoretical discussion**? why?

1. Starts with themes (key ideas, concepts, variables)
   - Chronological orders

2. Start with Chronological orders
   - Themes (key ideas, concepts, variables)

What about the format of the citation? alphabetical order or chronological order?
Presenting the review

Which is more logical to use for *past studies discussion*? why?

1. Starts with themes (key ideas, concepts, variables)
   - Chronological orders

2. Start with Chronological orders
   - Themes (key ideas, concepts, variables)

What about the format of the citation? alphabetical order or chronological order?
Presenting your Lit Review

Introduction

Topic Sentence

Topic sentence in Body paragraph 1
- Detail
- Detail
- Detail
- Detail

Topic sentence in Body paragraph 2
- Detail
- Detail
- Detail
- detail

Topic sentence in Body paragraph 3
- Detail
- Detail
- Detail
- detail
When writing a section.....

• Always start with your own voice, a topic sentence

On the one hand, there are several reasons why no one should pay for education at university. The first reason is economic. If there are more educated people, there will be more people with useful skills. As a result, the unemployment rate should fall and productivity should eventually rise. The second point is how this change would effect society in general. On the whole, a larger number of well-educated people would help improve the quality of political discussion and it would also eventually make society fairer. this is because the more educated people are, the more aware they are about the needs of others and society in general. This will also mean the crime rate would fall since university graduates are less likely to commit crimes.
Paternal parenting behaviour is a critical shaping force on adolescents’ later psychological health development. Researchers have consistently revealed that there are clear associations between paternal parenting behaviour and adolescents’ psychological health (Jafari et al., 2013; Jun et al., 2013; Lewis, Collishaw, Thapar, & Harold, 2014; Reeb & Conger, 2011; Schwartz et al., 2014; Wang & Kenny, 2014). Previously, the dynamics of paternal parenting behaviour are commonly delineated by two general constructs which are support and control (Weis & Toolis, 2010; Wissink, 2006). However, Wang et al. (2014) posited that the paternal parenting behaviour construct is actually multidimensional and complex. The conceptualization of paternal parenting behaviour as a multidimensional measure would supply a strong framework in understanding how paternal parenting behaviour influences adolescents’ psychological health (Jafari et al., 2013). Hence, there is a need to study the influences of paternal parenting behaviour in adolescents’ psychological health by using a constellation of different parenting dimensions (i.e., warmth, monitoring, harsh discipline, and indigenous parenting).
Avoid starting with a quote

- This might sound good, but it's better to start with your own words.
- If the quote is **opinion-based**, rewrite it with your own words.
- If the quote is **fact-based**, use it later in your paragraph or paper.
Quoting

- (Supyan, 2017) stated....; According to (Supyan, 2017)  
- Supyan (2017) stated.....; According to Supyan (2017)

- According to Whitmore (2002), coaching refers to unlocking a person’s potential to maximise their own performance. It is the crucial element of a successful professional development. As for Du Toit, “coaching is the ability to increase and improve the sensitivity and awareness the client has both of themselves and of others. In order to develop self-awareness the individual must have access to honest feedback and this is sometimes difficult to obtain within the organisation, particularly if the client is in a senior position within the organisation” (Du Toit 2006, p. 53). (Du Toit 2006: 53).
What about the format of the citation?

**Alphabetical order**: citations in the sentences/paragraphs

**Chronological order**: citations in the sentences/paragraphs

Which one is GayaUKM?  
Which one MLA style?  
Which one is APA style?  
Which one is Chicago style?
Language: Connecting devices

Helps to provide smooth flow of ideas; connecting ideas, coherence of ideas (transitional devices)

- **Sequence**: First, Secondly, Third, Next, Fourthly, Finally, Eventually, Subsequently
- **Contrast**: However, In contrast, On the other hand, likewise, Nevertheless,
- **Addition**: Additionally, In addition, Next, Also, Besides, Moreover, Furthermore,
- **Emphasize**: In fact, Indeed, Apparently, To reiterate, As a matter of fact
- **Summary**: In brief, In a nut shell, In other words, Briefly, In summary,
- **Conclusion**: To conclude, In conclusion, As a result, Consequently,

Note: a coma after the device
Paternal parenting behaviour is a critical shaping force on adolescents’ later psychological health development. Researchers have consistently revealed that there are clear associations between paternal parenting behaviour and adolescents’ psychological health (Jafari et al., 2013; Jun et al., 2013; Lewis, Collishaw, Thapar, & Harold, 2014; Reeb & Conger, 2011; Schwartz et al., 2014; Wang & Kenny, 2014). Previously, the dynamics of paternal parenting behaviour are commonly delineated by two general constructs which are support and control (Weis & Toolis, 2010; Wissink, 2006). However, Wang et al. (2014) posited that the paternal parenting behaviour construct is actually multidimensional and complex. The conceptualization of paternal parenting behaviour as a multidimensional measure would supply a strong framework in understanding how paternal parenting behaviour influences adolescents’ psychological health (Jafari et al., 2013). Hence, there is a need to study the influences of paternal parenting behaviour in adolescents’ psychological health by using a constellation of different parenting dimensions (i.e., warmth, monitoring, harsh discipline, and indigenous parenting).
Language: Tense

• Past tense verb:
  • ..carried out a study
  • ...conducted
  • ..focussed
  • ..looked into
  • ..reported in their study
  • ..argued
  • ..stated
  • ..believed
  • ..brought up
A paragraph has more than one sentence; one sentence for a paragraph is unacceptable in academic writing, but acceptable in newspaper reports and short stories.

A page should NOT contain 1 long paragraph.

A long paragraph in one page should be broken into 2-3 paragraphs.
How did the student make decisions on what to buy?

Garner (1987) described them...

(Ahmad & Rajun 2005), Ahmad & Rajun (2005)

Simon et. al (2005)

According to Ahmad (2005: pp 27-28), “.....”
To read better in the target language, learners should take serious steps to apply a number of learning strategies. These strategies are defined by Oxford and Crookall, (1989 cited in Meena 2001:1) as “learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient.” Rubin and Wenden (1987:19) referred to them as “any set of operations, steps, plans, routines, used by the learner to facilitate, obtain, store, retrieve and use of information.” Garner (1987) described them as actions or series of actions employed by learners in order to construct meaning. Reading strategies in particular, which are crucial for students to gain better understanding of the text, have been defined by Sheorey and Mokhtari (2001:433) as “deliberate, conscious procedures used by readers to enhance text comprehension.” Bamett (1989) used the term ‘reading strategy’ to refer to the mental processes involved when readers approach a text to make sense of what they read. The role of mind in reading comprehension was also stressed by Aebersold and Field (2000) and Tarnraporn (2010), who maintained that human beings mentally process the reading text to elicit meaning from the text. Moreover, other researchers found that students use these strategies differently to achieve various objectives, such as increasing reading comprehension and developing reading skills (Hsin et al. 2009:1). Similarly, Neil (2003: 6) noted that learners actively use strategies to accomplish their language learning goals”.

Where is your own voice?

Can 2003 study support 2009?
Besides the principle of integration being embedded in the IHR 2005, other principles of ISDL has similarly found a place within this agreement. Fidler and Gostin have referred to the principle of good governance being relevant through the incorporation of non-governmental sources for disease surveillance reflected by Article 9 of the IHR 2005 while the same provision has been interpreted by Abbot and Gartner as contributing towards the principle of public participation and access to information and justice. Other scholars like Reader and Fidler have connected the principle of the duty of states to ensure sustainable use of natural resources in the context of states failing to notify the WHO and other states of outbreak of diseases within their territory to spread to the jurisdiction of others causing harm to health and environmental contamination triggering state responsibility. This principle in particular has to be examined in other scenarios within the IHR 2005. Notably, the various principles that have been identified within the IHR 2005 by the said scholars have been piecemeal at best and incomplete in light of the seven principles of ISDL. Therefore, this study will have the task to analyze the remaining principles of ISDL in light of the IHR 2005 in the context of biosecurity to complete this unfinished task as yet.
The presumption of paternity or legitimacy is an ancient Roman law rule which provides that husband of a married woman to be the father of her child (Kolinsky, 2014). In most countries, the presumption is conclusive and can only be rebutted by evidence of non-intercourse (Seow Fu Yong, 2010). The existence of this presumption had undeniably affected the husband of a married woman who is not biologically related to the child (Singer, 2006) and the biological father who felt morally obligated to have a relationship with the child (Kovach 2010). While the issue can be settled with the admissibility of scientific evidence, such as DNA evidence which can now accurately determine the paternity of the child, the courts are bound to preserve the presumption in order to protect the interest of the child and to safeguard the sanctity of marriage (Hoover, 2011). To resolve the issue, Kolinsky (2014) and Courtney (2015) suggested that the presumption should be relegated to one that is fully rebuttable. This would certainly give the court power to admit scientific evidence to ensure that fathers could establish or disestablish their paternity. What has not been considered by both Kolinsky (2014) and Courtney (2015) is, once scientific evidence is admitted, the child’s interest may not be protected. Marriage may collapse and the child might suffer traumatic injury. Brown-Barbour (2015) stated that in paternity identification cases, child’s interest is the paramount consideration that must be taken into account by courts. In balancing the best interest of the child and recognising introduction of modern science, she suggested that mandatory genetic testing at the time of birth or soon after that is the best answer to resolve the issue at hand. Paternity ascription should be done when the children are still at their infancy in order to mitigate any psychological injury they might suffer as a result of divorce or misattributed paternity. While the researcher agrees with the view of Brown-Barbour (2015), what she suggested will only resolve future cases once mandatory genetic testing is imposed. It still fail to resolve pending paternity identification cases. It is also the researcher’s contention although the mandatory genetic testing is beneficial to all parties, it raises significant privacy concern when the father or mother refuses to undergo genetic testing.
Teaching experience is one of the major contributors to the shaping of teachers’ beliefs among teachers of English as a second/foreign language. Researchers who studied teacher beliefs in second/foreign language teaching have found out that teaching experience has strong influence on language teaching practices (Borg, 2006; Basturkmen, 2012, Nishimuro & Borg, 2013; Zheng & Borg, 2013; Farrell & Bennis, 2013, Elisha Nurusus, Arshad Abd Samad, Sharifah Zainab Syed Abdul Rahman, Nooreen Noordin & Juridah Md Rashid, 2015). According to Basturkmen (2012, p. 288), experienced teachers tend to have more ‘experientially informed’ beliefs than novice teachers and these beliefs ‘might be expected to correspond clearly with teaching practices’. However, in a study conducted by Farrell and Bennis (2013), one experienced teacher, Sam, who has been teaching English for nineteen years claimed that he had the tendency to deviate from his beliefs about error correction especially during incidental episodes of classroom teaching. Farrell and Bennis attributed this to factors like constraints of time for the lesson conducted that caused Sam some difficulties to fully translate his beliefs into practice. Similarly, this echoes the findings from Farrell and Lim (2005) which also highlighted teachers’ concerns regarding time constraints. This shows that time constraint as contextual factor can be a more influential factor that affects teachers’ decision-making process while executing their lessons. On the other hand, novice teachers are said to have less stable beliefs (Basturkmen, 2012; Farrell and Bennis, 2013; Elisha Nurusus et al. 2015). This is displayed in the case of novice teacher studied by Farrell and Bennis (2013, p.173) which ‘highlighted more divergence rather than convergence between his stated beliefs and classroom practices. Farrell and Bennis noted that this was highly likely because he was trying out several approaches and techniques in his teaching and this suggested that his beliefs are less stable. In addition, Elisha Nurusus et al. (2015) also found out that novice teachers do not seem to believe in providing feedback to students due to factors like insufficient knowledge or confidence to provide feedback related to language use.

Using direct mailing as a marketing tools will help port to do some important marketing activity without use a big cost. This was support by Merisavo (2013), that said e-mail offers a promising tool to enhance brand loyalty as it helps marketers keep in touch with their customers on a regular basis at low cost. The content of the e-mail is variety depend to the objective of the e-mail. It can be used in the form of newsletters, special offers, new product information or simple advertising. According to Feld et al. (2012) direct marketing serves a range of firm communication goals from creating brand awareness to generating response along with TV, print or online advertising. One of the direct marketing approach is direct mail. Direct mail will bring port closer to identified potential client. The direct mailing approach is use when port want to reaching the unknown potential user. The target of direct mailing is to influence identified potential port users.
This paper review is about actuator design on reciprocal gait orthosis (GRO) which aims to aid upright ambulation for paraplegic. In order to achieve an exoskeleton motion, actuator design is very important to react to external forces, speed and modulates swing phase \((\text{Viteckova et al. 2013})\). The most actuator used in previously is electrical DC motor but it have disadvantages in term of low torque and need high storage energy to operate in long time. Pneumatic actuator is one of the solution of the problem. Power assisting suit was apply to nurse robotic to carry the patient \((\text{Yamamoto et al. 2001})\). \text{Ayogata et al. (2013)} was applied pneumatic cylinder on his treadmill gait training robot to provide the natural motion of leg. There are also many pneumatic actuator used in designer \((\text{Ichinose et al. 2003; Beyl et al. 2009; McDaid et al. 2013})\). However, the main problem in real application is not perfect align with wearer’s biological joints.
Religiosity is one of the factors that influence purchase intention among the Muslim consumer, based on a study by Haytham Siala (2013) religion have significant impact on consumers’ choice when purchasing service such as a car insurance service. That prove that fact that religious values are persistent over time. Another study by Arshia Mukhtar, Muhammad Mohsin Butt (2012) indicates that subjective norms, attitude towards the Halal products, and intra personal religiosity positively influence attitude towards the Halal products that applied theory of reasoned action (TRA). In addition one study that used the TPB indicated that religiosity had significant influences on the intention of Islamic home financing among Muslims in Klang Valley Syed Shah Alam (2012) with the components namely attitude and perceived behavior are significant factors as well. This scenario has proven that religiosity is great influence in Muslim consumer purchase intention. The industry must tap this market or they will lose the Muslim market that consist majority of Malaysia population.

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Many scholars and practitioners have equated leadership with management (Kanungo, 1998; Rost, 1991). While some scholars do not see the need to differentiate between a leader and a manager (Robbins & Judge, 2012). But there are growing consensus among scholars of the need to distinguish the concept of leadership from the concept of management (Kanungo, 1998; Kotter, 2001). Peter Drucker (1999) states that leadership and management are completely distinct concepts. He coined this often quoted words, “Management is doing things right, leadership is doing the right things” (Edersheim & Drucker, 2007). Zaleznik (1977) posits that the manager’s priority are on how things get done while the leaders’ main concern are with things that mean to people. Kotter (2001) adds that “leadership is different from management.” According to Kotter (2001), the major difference between the two are that management deal with complex issues while leadership deal with change. He proposes that there is a distinguishing difference between a leader and a manager. Leadership and management are both distinctive and complementary actions. Each has its own functions and characteristics (Kotter, 2011).

House (1995) warned that there are consequences to the neglect of academic literature in the failure to distinguish the difference between leadership and management (p. 413). The primary reason for House’s (1995) contention is that there is a dire need for leadership. House (1995) in his definition has distinguished the difference between management, supervisory leadership, and general leadership (p. 413). There has been debates on the differences between a leader and a manager and their roles.


According to John Whitmore in his book title, Coaching for Performance, coaching refers to unlocking a person’s potential to maximise their own performance (Whitmore, 2002). It is the crucial element of a successful professional development. As for Du Toit, coaching is the ability to increase and improve the sensitivity and awareness the client has both of themselves and of others. In order to develop self-awareness the individual must have access to honest feedback and this is sometimes difficult to obtain within the organisation, particularly if the client is in a senior position within the organisation. (Du Toit 2006, p. 53). Renshaw (2008) as cited in Mentoring and coaching for Professionals: A study of the research evidence; Coaching is an enabling process aimed at enhancing learning and development with the intention of improving performance in a specific aspect of practice. (Mentoring and coaching for Professionals, 2014). Thus coaching will be seen as where the ability of coaches to offer additional professional support in helping the coachee to exploit and increase their performance in certain subjects, refocused instructions, ongoing collaboration, support for lesson planning and set up teachers so that 21st century teaching and learning in the classroom becomes the focus of their teaching. This support by the coaches is intended to ensure the success of the Malaysia Education Blueprint (2013-2025) which is to empower the national education system and eventually help students to get the results they knew they could produce.

According to Whitmore (2002), coaching refers to unlocking a person’s potential to maximise their own performance. It is the crucial element of a successful professional development. As for Du Toit, “coaching is the ability to increase and improve the sensitivity and awareness the client has both of themselves and of others. In order to develop self-awareness the individual must have access to honest feedback and this is sometimes difficult to obtain within the organisation, particularly if the client is in a senior position within the organisation” (Du Toit 2006, p. 53). In fact, Renshaw (2008) as cited in Mentoring and coaching for Professionals: A study of the research evidence; Coaching is an enabling process aimed at enhancing learning and development with the intention of improving performance in a specific aspect of practice. (Mentoring and coaching for Professionals, 2014). Thus coaching will be seen as where the ability of coaches to offer additional professional support in helping the coachee to exploit and increase their performance in certain subjects, refocused instructions, ongoing collaboration, support for lesson planning and set up teachers so that 21st century teaching and learning in the classroom becomes the focus of their teaching. This support by the coaches is intended to ensure the success of the Malaysia Education Blueprint (2013-2025) which is to empower the national education system and eventually help students to get the results they knew they could produce.
Killer questions

• Did you do the literature yourself?
• Name 3 major references that your always refer to.
• You referred to John’s works and Rohani’s works a lot, but you didn’t put their info in reference list. Why?
• Figure 1.3 Is this diagram yours? or someone else’s?
• I noticed there are 50 missing references although you cited their works in your thesis. Can you please explain?
• I found a section on pages 23-26 are words of mine from my article. What would yo say?
• Pages 15-16 are lifted from a book of X author. You copied exactly the same words and sentences? Why didn’t you acknowledge it?
## Conclusion

<table>
<thead>
<tr>
<th>Poor Literature Reviews</th>
<th>Good Literature Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confusing and wordy</td>
<td>Clear and concise</td>
</tr>
<tr>
<td>Is essentially an annotated bibliography</td>
<td>Synthesises available research</td>
</tr>
<tr>
<td>Uses only a minimum amount of sources</td>
<td>Uses a wide range of relevant, up-to-date sources</td>
</tr>
<tr>
<td>Only summarises the literature</td>
<td>Evaluates, compares, contrasts and comments on the literature where possible</td>
</tr>
</tbody>
</table>
Thank you

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Blog: supyanhussin.wordpress.com