Example of writing up Data Collection Procedure

3.3 Data Collection

In order to achieve the research's objectives for this study both primary and secondary data will be collected. Primary data speaks to the range of collection tools such as interviews and questionnaires that are used to gather first-hand data whereas secondary data speaks to data or sources that already exist. This would further be detailed below.

3.3.1 Questionnaire

A questionnaire will be used to obtain primary data from participants at the institution. In so doing, the researcher will be able to evaluate the current level of brand equity the institution (objective 2). In order for the researcher to collect data to build and generalise a theory the researcher will administer a questionnaire to a sample of one hundred (100) participants. The researcher will utilize a non-probability sampling technique namely convenience sampling since the data sources for the researcher is within reach relative to the cost of locating participants and the geographic distribution of participants (Larvakas, 2008) . The questionnaire will be distributed via email where a link will be provided to complete the questionnaire. It will consist of both opened and closed ended questions. The researcher will make use of Aaker (1996) Brand Equity Dimensions, that is, brand awareness, brand image, brand preference and brand loyalty as the basis for designing the questionnaire. The intention is to develop each of these latent variables into a scale by using three (3) Likert scale questions to provide content validity of each latent variable. The scale for each question would be based on a five (5) point Likert scale of agreement, where 1 represents strongly disagree and 5 represents strongly agree. This approach to the questionnaire was inspired by and is consistent with the procedures described by Kim & Ko (2012).

3.3.2 Interviews

The rationale behind choosing interviews to collect data according to many researchers is that interviews are one of the methods that are best used to answer research questions (Alshenqeeti, 2014). Therefore, the researcher will employ interviews in particular unstructured face to face interviews with the three (3) marketing officers and the marketing manager in order to gain a comprehensive understanding of the current SMM strategies employed at the institution (objective 1). In addition, the interviews will also be used to analyse the current measures of performance for each strategy (Creswell, 2013). Therefore, the interview questions will be derived from the SOSTAC model proposed by Chaffey (2014) which describes the key elements of a SMM strategy including situational analysis, objective setting, strategy and tactics for reach, interaction and engagement.

The researcher will meet once with the interviewees at an agreed day, time and location within the institution for 30 minutes. Telephone interviews will only be conducted if the participants are unable to meet face to face. Various researchers highlighted the convenience and cost effectiveness of telephone interviews (Cooper & Schindler 2008; Qu & Dumay 2011)

In order for the researcher to prepare for interviews a participant information sheet will be provided to each participant to inform them about the research so that they can prepare their responses. According to Farooq (2015) the researcher will build rapport with the interviewees as well as ensure that the interview environment is comfortable and relaxing. The researcher will get permissions to record the interview so that the research can be valid and credible (Brown, 2016) furthermore, the researcher will inform the interviewees of their rights.

3.3.4 Summary of Data Collection

Objective	Who/Where? **Source**	Data Needed **Themes/Constructs**	How will the Data be collected? **Method**
1. To critically analyse the current SMM strategies employed at the institution	Marketing department • Marketing officers (3) • Marketing manager	Data needed will include the current SMM strategies employed at the institution Key elements from SOSTAC model will be used: • Situation analysis • Objectives • Strategy- target market, OVP • Tactics • Action • Control	Face to Face Interview
2. To evaluate the current level of brand equity from student perspective	Source of data will come from students at the institution	Data needed will include the current perception of the institutions' brand using Aaker (1996) dimensions: • Brand awareness • Brand image • Brand Preference • Brand loyalty	Questionnaire • 100 participants • Convenience sampling • Likert scale 5 point • Sent via email
3. To evaluate the gaps in the current SMM strategy	Source of data will come from objective 1 and 2.	Results and findings from objectives 1 and 2 Literature Review	The author will engage in a comparative analysis, analytical induction and benchmarking using literature and best practice

Quantitative Analysis Process

Wilson (2014, pg. 322)

When conducting your quantitative analysis, it can be viewed as a process that involves the following stages:

- **preparing your data for analysis;**
- **summarizing and presenting your data using tables and graphs;**
- **describing your data using suitable statistical methods; and**
- **examining relationships and trends between variables.**

Statistical Methods/Techniques Wilson (2014, pg.327)

Method	Purpose	Examples of application
Frequency tables	Summarizing data	Number and percentage of employees in each firm
Graphs and charts	Summarizing data	Advertising spend on different types of media
Mean, median, mode	Measuring central tendency	Analyzing exam scores from a finance exam
Standard deviation	Measuring dispersion	Analyzing the standard deviations from a finance exam
Range and interquartile range	Measuring dispersion	Analyzing the range from a finance exam
Index numbers	Describing change	Changes to retail prices
Cross-tabulations	Frequency distribution	A preference for a brand of cereal based on gender
Scatter diagrams	Frequency distribution	Exploring the link between car mileage and petrol consumption
Multiple bar charts	Frequency distribution	Comparing the output for three different computer manufacturers over a five-year period

The phenomenological report ends with the reader understanding better the essential, invariant structure (or essence) of the experience, recognizing that a single unifying meaning of the experience exists.

Example using phenomenology

Parsons, K. (1997). The male experience of caregiving for a family member with Alzheimer's disease. Qualitative Health Research, 7(3), 391-407.

Methodology (p. 393)
In keeping with one of the identified needs in caregiving research, "to hear from even more of the participating voices than we currently do" and "to turn directly to lived experience and the related and diverse situations and working local discourses of caregiving" … , the researcher used the phenomenological method as described by Van Manen (1990).
The aim of phenomenology is to explicate the meaning of human phenomena and to understand the lived structures of meanings of everyday experience. Going beyond the actual state of affairs, such as the how, where, what, when, or why something happened, phenomenology is concerned with the essence or nature of the lived experience for a particular individual. It is concerned with interpreting the meaning of the lived experience, our lifeworld (Van Manen, 1990). (p. 393)

Data analysis (p. 395)
Following the completion of each interview, the researcher transcribed the tapes. This transcription process helped immerse the researcher in the data and helped the researcher to think about what the interviewees were saying and how they were saying it. Each written transcript was read several times while listening to the corresponding audio tape to ensure accuracy of the transcribed tape and to come to a better overall understanding of each participant's experience. This process of transcribing and listening also prompted additional questions for a subsequent interview.
The specific approach used to uncover the thematic aspects of the caregiving experience was the selective or highlighting approach outlined by Van Manen (1990). In the selective reading approach, the text was read several times and statements that appear to be revealing about the phenomenon were underlined or highlighted. Themes were identified by highlighting material in the interview text that spoke to each man's experience. Next, the researcher selected each of these highlighted phrases or sentences and tried to capture as fully as possible what meaning the highlighted material conveyed.
Following the initial readings and preliminary identification of themes in each of the interviews, the researcher met with three other researchers to discuss the themes and any areas that required more investigation. These meetings helped to ensure that the researcher's "decision trail" … could be followed and the themes refined. The researcher next compared the themes in each interview, looked for commonalities and differences, and identified the overall themes that best described the experiences of these men as caregivers.
With the themes identified, the researcher then began the process of writing the themes and describing how they were interrelated. Rewriting continued until the researcher felt the themes (parts) and the relationship between the themes (whole) captured as accurately as possible the way these men experienced caregiving. (p. 395)