

# Introduction to Social Research

## **Week 2: Literature Review**

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**Stéphane Heim**

[heim.stephane.6s@kyoto-u.ac.jp](mailto:heim.stephane.6s@kyoto-u.ac.jp)

# Outline

I. Research Methodologies (調査方法)

II. The Literature Review (先行研究)

III. An Illustration: the Hawthorne Effect (ホーソン効果)

IV. Conclusions

# **I. Research Methodologies (調査方法)**

# What is methodology (研究方法) ?

- **Methodology:** “A body of practices, procedures, and rules used by researchers to offer insight into the workings of the world”.
- **The process:**
  1. observation,
  2. sampling,
  3. data collection,
  4. data analysis
- **Research methodologies**
  1. experimentation,
  2. survey research,
  3. field research,
  4. Archives research

# Quantitative Methods (量的、アンケート調査)

- A series of questions asked of a number of people
- **Target:** demographic information and factors that affect population (rates of marriage, birth, death, immigration, etc.)
- In Japan: e-Stat、政府統計の総合窓口 (<https://www.e-stat.go.jp/>)
- **Strength:**
  1. Information from large numbers of people
  2. Explore trends and attitudes
- **Weaknesses:** can't measure people's actual behaviour

# Qualitative Methods (質的調査)

- Research technique with direct observation of individuals in their **everyday environment, not in a laboratory**
- **Strategies:**
  1. Researcher as a complete participant
  2. Researcher as a complete observer
  3. Researcher as a participant observer
- **Strength:** observe behaviour in its natural context
- **Weakness:** only small group observed – influence on subjects and reactive effects (Hawthorne effect)

# Differences quantitative & qualitative research

	Survey interview study	Qualitative interview study
<b>Questions</b>	Closed and standardized	Open-ended
<b>Answers</b>	Precategorized-response	Open response
<b>Sample</b>	Large, and “mathematically” representative	Narrow, and not necessarily “mathematically” representative
<b>Analysis</b>	Statistical measures: counting and correlating	Case descriptions: interpretation, summary, integration
<b>Advantages</b>	Quantitative comparison	Great deal of information
<b>Disadvantages</b>	Fragmented attitudes and observations	Responses are less “categorizable”

## **II. The Literature Review (先行研究)**

# Functions of the Literature review

- Define a focus, and a perspective
- **Four functions:**
  1. helps define the underlying assumptions behind the general research problem
  2. gain a knowledge about the topic
  3. identify the gaps in previous researches
  4. redefine the primary research questions, methodology, and concepts

# Selection of literature

- **Scientific literature:** a first overview of how problems are observed, explained, and conceptualized
- **Non-scientific literature** (newspapers and specific reviews, political white papers, etc.): a first approach to the way the problem is framed in the everyday life
- **Searching:** from the classics to their contemporary comments such as suicide
- **Assessing:** methods, concepts, thesis
- **Integrating/synthetizing:** in its own research protocol, or not

# **III. An Illustration: the Hawthorne Effect (ホーソン効果)**

# Western Electric Hawthorne Works, experimentations 1924-1932



**Western Electric Hawthorne Works, 1925**  
40,000 workers in 1929

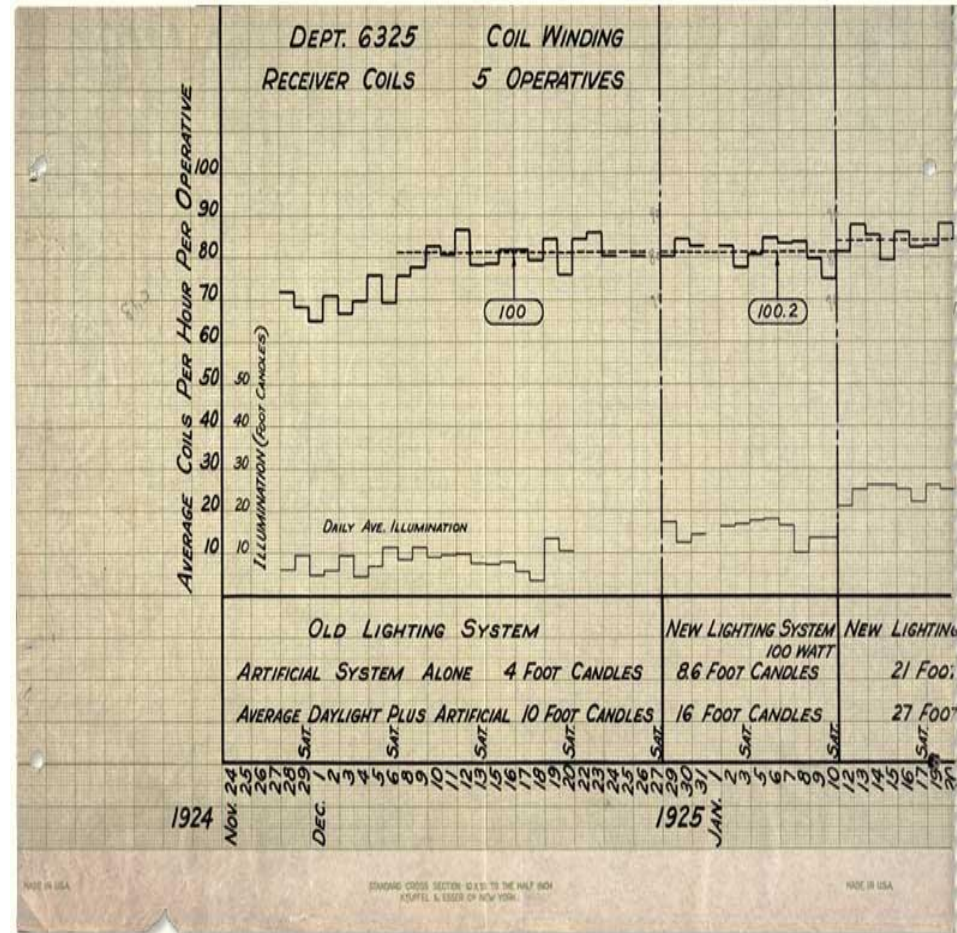


**Cord Cabling Department, 1925**

# First Experiments

The **illumination experiments** on the impact of lighting on the productivity: 1924-1927

Effects of Lighting on workers efficiency, output



# Second Experiments



Relay Assembly Test Room, 1930

**"Relay Assembly Test Room"** on several working conditions (**work hours, rest time, lunch price, wage, etc.**) during 270 weeks: 1927-1932

# The Hawthorne Effect: conclusions

- **Hawthorne Effect:** “an improvement in the performance of workers resulting from a change in their working conditions, and caused either by their response to innovation or by the feeling that they are being accorded some attention.”  
(Oxford English Dictionary)
- **Three conclusions:**
  1. being part of an experimentation, the workers had **greater motivation and self-esteem**
  2. in terms of work psychology, **being part of a solidary working group** with common objectives helps develop productivity
  3. the researcher in the test room played a crucial role, showing **the importance of control and supervision.**

# Lit review

Pros	Cons
Roethlisberger, F. J., & Dickson, W. J. 1939. <b><i>Management and the worker: An account of a research program conducted by the Western Electric Company, Hawthorne Works, Chicago.</i></b> Cambridge, MA: Harvard University Press.	Franke, Richard Herbert, and James D. Kaul. 1978. <b>“The Hawthorne Experiments: First Statistical Interpretation.”</b> American Sociological Review, 43(5): 623–43.
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Landsberger, Henry A. 1958. <b><i>Hawthorne Revisited.</i></b> Ithaca (NY), Cornell University.	Stephen R. G. Jones. 1992. <b>“Was There a Hawthorne Effect?”</b> . American Journal of Sociology, Vol. 98, No.3, pp. 451-468.
Cook, D. L. 1962. <b>“The Hawthorne Effect in Educational Research.”</b> Phi Delta Kappan 44:116-22.	John List, Steven Levitt. 2011. <b>“Was There Really a Hawthorne Effect at the Hawthorne Plant? An Analysis of the Original Illumination Experiments”</b> . American Economic Journal: Applied Economics, vol. 3.

# Scientific construction of the Hawthorne Effect

- **Prior theory:** scientific management/Taylor
- **Hypothesis:** the material conditions impact motivation and productivity
- **Experimentation:** make vary several parameters on the shop floor to identify those that are decisive
- **Observations:** incidence on productivity when environment was changed
- **Concept:** human relations and informal organization
- **Thesis:** in management, psychology of education, and industrial psychology, human relations are more important than material conditions

# Critics of the Hawthorne Effect

- **Experimentation:** other parameters are not taken into account (the day of the experimentation)
- **Observations:**
  1. “the central idea is that behavior during the course of an experiment can be altered by a subject's awareness of participating in the experiment” (Jones, 1992). However, they do not take into account the points of view of workers.
  2. only one observation has been done
  3. individual output level as sole parameter
- **Hypothesis:** should we oppose material environment and human relations?
- **Conclusions:** what about taking into account the historical context? (Bruce, 2006; Hassard, 2012)

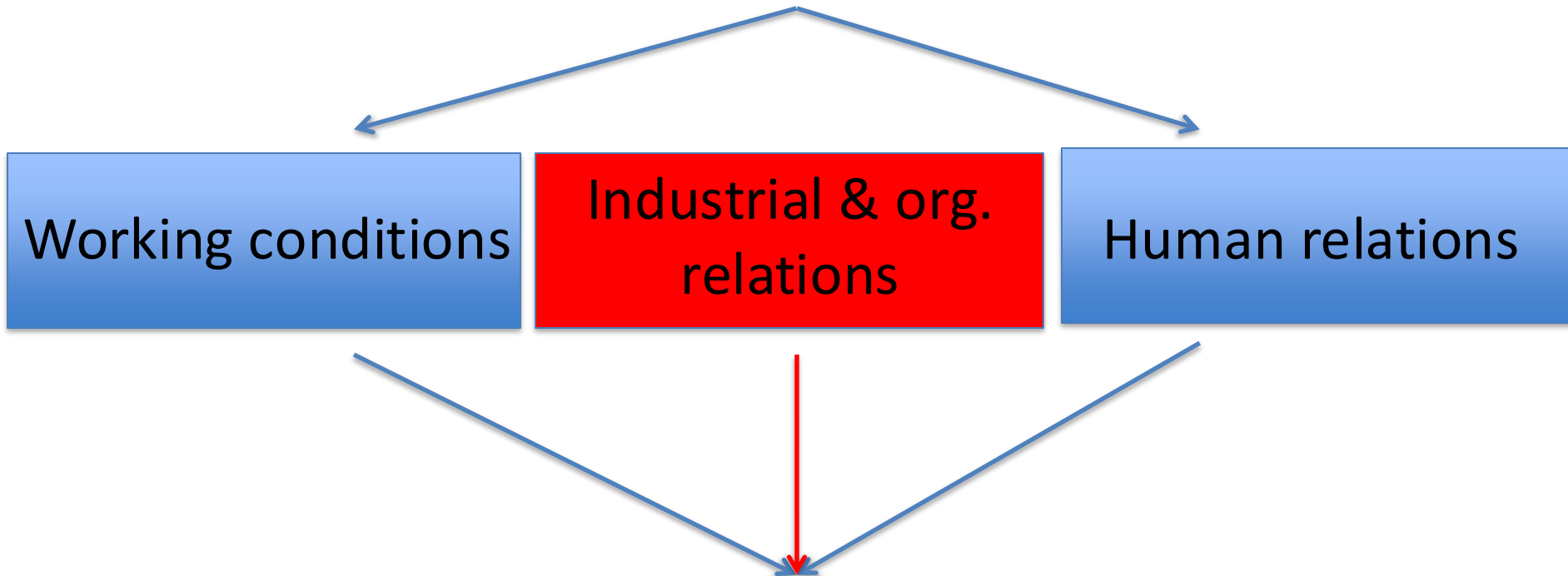
# How to integrate it?

## Assessment of:

1. **The method:** an experimentation
2. **The concepts:** human relations and working conditions
3. **The thesis:** human relations are more important than working conditions

Should we keep the same  
conceptual/theoretical framework or  
not?

*Project on work productivity and motivation's  
improvement in factory*



*What are the conditions and factors of improvement  
of motivation, and then productivity?*

# **IV. Conclusions**

# Conclusions

- **The scientific loop:** from theory to theory
- **The literature review:** a first step to define a focus, and a perspective
- **An example:** the possible reconceptualization of a historical problem

# References

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