

What is an Abstract?

- A concise summary and overview of your research.
- 1 to 2 paragraphs, usually 250-300 words in length.
- Usually no literature, data, or analysis is required at this stage.
- The abstract is the first impression that readers get of your work, so it should engage their interest, stress the importance of the research, and outline clearly what the research is about.
- The language should appeal to both a specific and a more general readership.

Questions the Abstract Answers

- What is the problem/topic to be addressed? (Brief outline of research topic).
- Why is this research necessary? How is it significant? (Motivation behind the research).
- How was the research conducted? What are the theoretical frameworks? (Methods used for the research).
- What are the results of your analysis and what do they indicate? (Key findings).
- What is the significance of the findings? What claim are you making? (Discussion/ Thesis).

Differences Between the Abstract and the Introduction

The Abstract

- The **first** impression of the research, i.e. the reader does not yet know anything about the work.
- Gives a broad overview of the **project**, i.e. does not provide analysis yet.
- **Announces** thesis/ key findings.
- **Announces** the validity of/ justification for the research.
- **Generates interest.**

The Introduction

- The **second** impression of the research, i.e. the abstract made the reader interested in the work.
- Gives an overview of the **project and the analysis**, i.e. sets the scene in terms of scholarship and contextual information, and provides brief summary of each section.
- **Explains** thesis/ key findings.
- **Explains** validity of/ justification for the research.
- Sometimes provides a **literature review** (state of the field).

Example of an Effective Abstract

Teidorlang Lyngdoh, Dahlia El-Manstrly, and Krishnan Jeesha. "Social isolation and social anxiety as drivers of generation Z's willingness to share personal information on social media", *Psychology and Marketing*, vol. 40, no. 1, October 2022, pp. 5-26.

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Justifies the necessity of the research.

Provides an overview of approach and methods within the research.

States the significance of the research and its tangible consequences/potential impacts (generates interest).

Generation Z's (gen z) sharing of personal information on social media is a growing phenomenon with significant ramifications. Existing research, however, focuses on examining the role of social and/or psychological factors and fails to consider how and when social, psychological, and organizational factors affect gen z's willingness to share personal information on social media. To fill this gap, we propose a conceptual model based on the tenets of sociometer theory, to understand the dynamics of gen z's willingness to share personal information while considering its process and boundary conditions. Using a sequential multi-study design, we conducted an experiment followed by a survey to test our hypotheses using data collected from gen z in India. Our findings show that when gen z feels socially isolated/anxious, they are more likely to share personal information on social media. The effect of social isolation on sharing of personal information increases when gen z fear that they are missing out on the rewarding experiences others are having, are engaged in repetitive negative thoughts and perceive their firm's privacy policy as transparent and ethical. Our findings provide a better understanding of why, how, and when gen z's are willing to share personal information on social media. We extend existing limited research on the psychological aspects of digital natives' interaction with modern technologies. Our results equip social media marketing and brand managers with the knowledge they need to increase gen z's willingness to share personal information.

Identifies gaps in existing data and scholarship to date.

Outlines originality of the research.

Announces key findings of research.

Announces importance of the key findings of the research.