Chapter 1: The Nature of Inquiry and Research

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
  Mr. Migo M. Mendoza

Animo La Salle!
Introductory Activity 1
Constructing “KWL” Chart

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
- Mr. Migo M. Mendoza

Animo La Salle!
Instructions:

• Answer the question: “What is research?”

by constructing a “KWL” (Know, Want to Know, Learned) Chart. Afterwards, share your answer to the class.
The "KWL" Chart

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to Know</th>
<th>Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Animo La Salle!
# Grading System

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>40%</td>
</tr>
<tr>
<td>Organization of Ideas</td>
<td>20%</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation and Aesthetic Consideration</td>
<td>15%</td>
</tr>
<tr>
<td>Behavior</td>
<td>10%</td>
</tr>
</tbody>
</table>
Something to think about...

• “What is RESEARCH?”
Research

• It is defined as the systematic and organized process of collecting, organizing, analyzing, and interpreting data to find answers to our queries.
Also...

• Research can mean any sort of “careful, systematic, patient study and investigation in some field of knowledge.”
Something to think about...

• We say, research is a form of inquiry, how do you think research and crime scene investigation differ from one another?
That is,

- Research should be published and crime scene investigation due to its confidentiality is not always published.
Something to think about...

• Why do we research?

Animo La Salle!
Aims of Research
The Nature of Inquiry and Research

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
  - Mr. Migo M. Mendoza

Animo La Salle!
Aims of Research

1. Verification of Existing Knowledge
2. Acquisition of New Knowledge
3. Application of New Knowledge
4. Advancement of the Researcher’s Expertise
(1) Verification of Existing Knowledge

- Research aims to verify or prove the truthfulness of existing theories or knowledge. This may lead to the development of new ideas, strengthen a current knowledge, or debunk a theory.

Animo La Salle!
(2) Acquisition of New Knowledge

- If research can strengthen the truthfulness of a theory, it can also bring forth new ideas regarding the theory or even create a new theory.
(3) Application of New Knowledge

• Once a new knowledge has been proven, the researcher’s next move is to utilize that new knowledge into something useful to humankind.
(4) Advancement of the Researcher's Expertise

• As a researchers conduct more studies, their knowledge on a particular field widens.
Functions of Research
The Nature of Inquiry and Research

• ASRes 1: Research in Daily Life 1
• Accountancy, Business and Management (ABM) Strand
  Mr. Migo M. Mendoza

Animo La Salle!
Functions of Research

1. Exploration
2. Description
3. Explanation
When the purpose of research is to provide a foundation for future studies, it is called exploratory research.
Deepening Our Knowledge (Exploratory Research):

• To make this a little more understandable, imagine you are blindfolded or placed into a room without light. You are told if something is in the room, but you have a suspicion there is something there. You shuffle out slowly into the room, exploring with the tips of your fingers until you find something.
Methods in Exploratory Research

1. Primary Research
2. Secondary Research
Primary Research

• Primary research is collected through the use of interviews, focus groups, customer surveys, or any way that organizations are able to obtain feedback.
Secondary Research

- Secondary research is the analysis and synthesis of primary research that was compiled at a previous date.
The aim of descriptive research is to give additional information on newly discovered ideas which were results of explorations.
Deepening Our Knowledge (Descriptive Research):

• Remember that room you’re blind in? Descriptive research is the act of exploring the thing in the dark, creating a fuller picture of what you are looking at. It is not quite as tentative as exploratory, but you still are not 100% sure what you’ve found, although you’re starting to get an idea. You begin to fill in what you know with what you find.
Types of Descriptive Research

- Observational Research
- Case Study
- Survey
Observational Research

- Observational research involves, well, observing.
A case study involves making detailed observations about one specific case.
• A survey involves asking questions in a form of printed questionnaire or interview/focus groups.
Explanatory research looks on how things are connected together and how things interact.
Deepening Our Knowledge (Explanatory Research):

- The person in the dark has fully explored the room and found an elephant and understands what it looks like. Now, the process of “why did it get there?” is the next thing to answer.
Something to think about…

- Let us say you are about to do your own research, what characteristics you want your research to have?

Animo La Salle!
Introducory Activity 2
Construcong Mnemonics

• ASRes1: Research in Daily Life 1
• Accountancy, Business and Management (ABM) Strand
  Mr. Migo M. Mendoza

Animo La Salle!
Instructions:

• Together with your family members, construct your own mnemonics about:

(1) Characteristics of a Good Research; and
(2) Characteristics of a Good Researcher.

Be ready to present it in our class afterwards.

Animo La Salle!
Mnemonic

• a device such as a pattern of letters, ideas, or associations that assists in remembering something.
<table>
<thead>
<tr>
<th>Correct Response</th>
<th>Corresponding Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-17 correct responses</td>
<td>20 points</td>
</tr>
<tr>
<td>11-13 correct responses</td>
<td>18 points</td>
</tr>
<tr>
<td>8-10 correct responses</td>
<td>16 points</td>
</tr>
<tr>
<td>4-7 correct responses</td>
<td>14 points</td>
</tr>
<tr>
<td>0-3 correct responses</td>
<td>12 points</td>
</tr>
</tbody>
</table>
Characteristics of Research
The Nature of Inquiry and Research

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
- Mr. Migo M. Mendoza
The results of an investigation should be based on actual data which was gathered by the researcher himself.
Logical

- Research should follow valid procedures and principles.
Cyclical

• It starts with a problem and ends with another problem.
The Research Cycle

1. Identify research area
2. Design research study
3. Carry out research
4. Analyse research results
5. Publish research results

Animo La Salle!
Before making conclusion, the researcher must make sure that all acceptable procedures in data gathering have been employed correctly.
Objective

• Objectivity is defined as the lack of bias or prejudice.
He/ She must establish a high level of confidence with regards to the data that he/she gathered.
Replicable

- This means that a research should be written in such a way that other researchers can perform the same study having the same results as the original researcher.
This means that a research should be written in such a way that other researchers can perform the same study having the same results as the original researcher.
Characteristics of Research

1. Realistic
2. Logical
3. Cyclical
4. Analytical
5. Objective
6. Critical
7. Replicable

Animo La Salle!
Characteristics of a Successful Researcher
The Nature of Inquiry and Research

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
  Mr. Migo M. Mendoza

Animo La Salle!
Characteristics of a Successful Researcher

To describe and to easily remember the characteristics of a successful researcher, we use the following acronym:

R.E.S.E.A.R.C.H.E.R
Research-Oriented

- A researcher is research-oriented if he is curious and wants to find out the intricacies of things.
In a short statement, efficiency is doing things right.
Scientific

• A researcher does not readily accept conclusions. He/She follows the scientific method in finding out answers to their queries.
• Being effective means doing the right things.
A researcher always responds to the challenges of the modern world.
Resourceful

• Even if the resources are limited, he/she can still make use of the available materials to compensate for the things he/she needs.
Researchers always have novel ideas in his minds. He/She makes use of his/her creativity to think of unique ways in order to solve a problem.
Honest

• Whatever the results of his/her investigations may be, a researcher reports these in his write-up.
Economical

• Because of limited resources, a successful researcher makes it a point that these resources will not be wasted.
Religious

• A researcher is faithful to do the tasks he/she is expected to do.
Activity Sheet 1:

Characteristics of a Research and a Successful Researcher

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand

Mr. Migo M. Mendoza

Animo La Salle!
Instructions:

• Kindly answer your “Activity Sheet 1: Characteristics of a Research and Successful Researcher.” Please work independently.

Animo La Salle!
Two Types of Research
Based on Application of Research Method

- **ASRes1**: Research in Daily Life 1
- **Accountancy, Business and Management (ABM) Strand**
  - Mr. Migo M. Mendoza

Animo La Salle!
Based on Application of Research Method

1. Basic or Pure Research;
   and
2. Applied Research
Basic or Pure Research

- If the researcher’s aim is to come up with a new knowledge or contribute to the existing body of knowledge, it is called **basic or pure research**.
Example of Basic or Pure Research

- A follow up study of Jean Piaget’s Stages of Cognitive Development.

Animo La Salle!
If the aim of the researcher is to find applications for the theories or create a product employing the existing idea, it is called applied research.
Example of Applied Research in Business

• A study into the ways of improving the levels of customer retention for SM Megamall.
• An investigation into the ways of improving employee motivation in Shangri-La Hotel.
Example of Applied Research in Business

• Development of strategies to introduce change in Starbucks global supply-chain management with the view on cost reduction.
Example of Applied Research in Business

• A study into the ways of fostering creative deviance amongst employees without compromising respect for authority.

Animo La Salle!
Types of Research
Based on Purpose of the Research

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
  - Mr. Migo M. Mendoza
Based on Purpose of Research

1. Experimental Research
2. Correlational Research
3. Causal-Comparative Research
4. Survey Research
5. Ethnographic Research
6. Historical Research
7. Action Research
Experimental Research

Types of Research Based on Purpose of the Research

- **ASRes1: Research in Daily Life 1**
- **Accountancy, Business and Management (ABM) Strand**

Mr. Migo M. Mendoza
Experimental Research

- It is the most conclusive of scientific methods. Because the researcher actually establishes different treatments and then studies their effects, results from this type of research are likely to lead to the most clear-cut interpretation.
Example 1 (Dependent t-Test):

• Let's suppose we are working with a track coach at our local high school who is trying to improve his team's times in the 400-meter run. The coach has heard that a diet high in protein leads to more muscle mass and figures this should contribute to his athletes running faster. He decides to test the new diet for 6 weeks and measure the results.
Example 2 (Dependent t-Test):

- Let's suppose you are working on how to increase the profit of your funeral parlour business named “LIBING Things.” As someone who is tech-savvy, you heard the positive effect of selling products using Instagram and you plan to try it for six months. After six months, you compare your profit and measure the result.
Example 3 (Independent t-Test):

- Suppose an accounting teacher is interested in the following question: “How can I most effectively teach important concepts (such as liability, expenditure, and equity) to my students?” The teacher might compare the effectiveness of two or more methods of instruction in promoting the learning of these accounting concepts. After systematically assigning students to contrasting forms of accounting instruction (such as inquiry versus programmed units), the teacher could compare the effects of these contrasting methods by testing students’ conceptual knowledge.
Correlational Research

Types of Research Based on Purpose of the Research

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
  - Mr. Migo M. Mendoza
A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient.
Did you know?

• Correlational research is also sometimes referred to as a form of descriptive research because it describes an existing relationship between variables.
Take Note:

- A correlation doesn't mean causation. While you might be able to make an inference, you cannot be absolutely sure of a cause-and-effect relationship; it might be due to chance.
For example, did you know there is a large correlation between the number of churches in a city and the number of homicides in the same city? While you may be thinking "blasphemy," it's true--a large number of churches is highly correlated with a large number of homicides.
• Think carefully about what I just said, though. Should people insist that churches be torn down in order to lower the homicides rate?
Take Note:

- Of course not! While the values are correlated, they certainly aren't causal. The real reason underlying the correlation is the size of the town or city. Larger cities have a greater number of both churches and homicides; smaller towns have a smaller number of each. They are related to each other but not in any causal way.
Example 1 (Correlational Research):

- We will investigate whether the amount of tuition reimbursement spent by a company in a given year's time was correlated with the number of resignations during that same time period. As a reminder, the management of the company was concerned that more and more employees were taking advantage of that benefit, becoming better educated and moving to another company for a higher salary. Using the following data, the company's manager decided to investigate whether such a relationship really existed.
Two Types of Correlation:

1. Positive Correlation;  
2. Negative Correlation
Positive Correlation:

- **Positive correlation** is a relationship between two variables in which both variables move in tandem. A **positive correlation** exists when one variable decreases as the other variable decreases, or one variable increases while the other increases.
Example of Positive Correlation:

- As the price of fuel rises, the prices of airline tickets also rise. Since airplanes require fuel to operate, an increase in this cost is often passed to the consumer, leading to a positive correlation between fuel prices and airline ticket prices.
Negative Correlation:

• **Negative correlation** is a relationship between two variables in which one variable increases as the other decreases, and vice versa.
Example of Negative Correlation:

- For example, the more time a person spends at the mall purchasing goods, the less money he/she has in his checking account.
Causal-Comparative Research

Types of Research Based on Purpose of the Research

- **ASRes1: Research in Daily Life 1**
- **Accountancy, Business and Management (ABM) Strand**
  - Mr. Migo M. Mendoza
In causal-comparative research, investigators/researchers attempt to determine the cause or consequences of differences that ALREADY EXIST between or among groups of individuals.
Did you know?

- Causal-comparative research is also referred to sometimes as “ex post facto” (from the Latin for “after the fact”) research.

Animo La Salle!
Something to think about...

• How do you think causal-comparative research and experimental research differ from one another?
Take Note:

• In experimental research, a researcher CREATES a difference between or among groups and then compares their performance (on one or more dependent variables) to determine the effects of the created difference.
Example (Causal-Comparative Research):

- A researcher might be interested, for example, in the effects of a new diet on very young children. Ethical considerations, however, might prevent the researcher from deliberately varying diet to which the children are exposed. Causal comparative research, however, would allow the researcher to study the effects of the diet if he or she could find a group of children who have already been exposed to the diet.
Example (Causal-Comparative Research):

- What differences in abilities are caused by gender?

Females have a greater amount of linguistic ability than males.
Example (Causal-Comparative Research):

- What causes individuals to join a gang?

  Individuals who are members of gangs have more aggressive personalities than individuals who are not members of gangs.
• Much of the research in medicine and sociology is causal-comparative in nature.
Did you know?

• Causal-comparative research is sometimes confused with correlational research. Although similarities do exist, there are notable differences.
1. Both causal-comparative and correlational studies are examples of associational research—that is, researchers who conduct them seek to explore relationships among variables.
2. Both attempt to explain phenomena of interest.
3. Both seek to identify variables that are worthy of later exploration through experimental research, and both often provide guidance for subsequent experimental studies.
4. Neither permits the manipulation of variables by the researcher, however, causation must be argued; the methodology alone does not permit causal statements.
1. Causal-comparative studies typically compare two or more groups of subjects, while correlational studies require a score on each variable for each subject.
2. Correlational studies investigate two (or more) quantitative variables, whereas causal-comparative studies typically involve at least one categorical variable (group membership).
3. Correlational studies often analyze data using scatterplots and/or correlation coefficients, while causal-comparative studies often compare averages or use crossbreak tables.
Survey Research

Types of Research Based on Purpose of the Research

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
- Mr. Migo M. Mendoza
• A descriptive survey involves asking the same set of questions (often prepared in the form of a written questionnaire or ability test) of a large number of individuals either by mail, by telephone, or in person.
1. Ensuring that the questions are clear and not misleading;
Difficulties Involved in Survey Research

2. Getting respondents to answer questions thoughtfully and honestly; and
3. Getting a sufficient number of the questionnaires completed and returned to enable making meaningful analyses.
Three Major Characteristics that Most Surveys Possess

(1) Information is collected from a group of people in order to describe some aspects or characteristics (such as abilities, opinions, attitudes, beliefs, and/or knowledge) of the population of which that group is a part.
Three Major Characteristics that Most Surveys Possess

(2) The main way in which the information is collected is through asking questions; the answers to these questions by the members of the group constitute the data of the study.
Three Major Characteristics that Most Surveys Possess

(3) Information is collected from a sample rather than from every member of the population.
Example (Survey Research):

• For example, a researcher might be interested in describing how certain characteristics (age, gender, ethnicity, political involvement, and so on) of accountants in prime accounting firms in the National Capital Region (NCR) are distributed within the group. The research would select a sample of accountants from the said location to survey.
Ethnographic Research

Types of Research Based on Purpose of the Research

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
- Mr. Migo M. Mendoza

Animo La Salle!
Ethnographic Research

• The emphasis in this type of research is on documenting or portraying the everyday experiences of individuals by observing and interviewing them and relevant others.
Ethnographic Research

Bernard described the process briefly, but well:

- It involves establishing rapport in a new community; learning to act so that people go about their business as usual when you show up; and removing yourself every day from cultural immersion so you can intellectualize what you’ve learned, put it into perspective, and write about it convincingly. If you are a successful participant observer you will know when to laugh at what your informants think is funny; and when informants laugh at what you say, it will be because you meant it to be a joke.
Three (3) Things Required in Ethnographic Procedures:

- Wolcott has pointed out that ethnographic procedures require three things:
Three (3) Things Required in Ethnographic Procedures:

(1) A detailed description of the culture-sharing group being studied;
Three (3) Things Required in Ethnographic Procedures:

(2) An analysis of this group of perceived themes or perspectives; and

Animo La Salle!
Three (3) Things Required in Ethnographic Procedures:

(3) Some interpretation of the group by researcher as to meanings and generalizations about the social life of human beings in general.
Types of Research Based on Purpose of the Research

- **ASRes1: Research in Daily Life 1**
- **Accountancy, Business and Management (ABM) Strand**
  - Mr. Migo M. Mendoza
It is the systematic collection and evaluation of data to describe, explain, and thereby understand actions or events that occurred sometime in the past.
The Purposes of Historical Research

(1) To make people aware of what has happened in the past so they may learn from past failures and successes.
(2) To learn how things were done in the past to see if they might be applicable to present-day problems and concerns.
The Purposes of Historical Research

(3) To assist in prediction.
The Purposes of Historical Research

(4) To test hypothesis concerning relationships or trends.
Example of Hypothesis Concerning Relationships or Trends:

• In the early 1900s, most female teachers came from the upper middle class, but most male teachers did not.
(5) To understand present educational practices and policies more fully.
Action Research

Types of Research Based on Purpose of the Research

- **ASRes1: Research in Daily Life 1**
- **Accountancy, Business and Management (ABM) Strand**

- **Mr. Migo M. Mendoza**
Action Research

- Action Research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.
Action Research

- Those involved in action research generally want to solve some kind of day-to-day immediate problem, such as how to decrease absenteeism or incidents of vandalism among the student body, motivate apathetic students, figure out ways to use technology to improve the teaching of mathematics, or increase funding.
Group Activity 3
Types of Research Based on Its Purpose

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
  Mr. Migo M. Mendoza

Animo La Salle!
Instructions:

• Together with your family members, for each type of research based on its purpose formulate a problem or a question. Please make sure each problem/question is parallel with your strand. Afterwards, share your answer to your classmates.
# Grading System

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctness</td>
<td>10 points</td>
</tr>
<tr>
<td>Content/ Originality</td>
<td>8 points</td>
</tr>
<tr>
<td>Completeness</td>
<td>5 points</td>
</tr>
<tr>
<td>Presentation and Aesthetic Consideration</td>
<td>4 points</td>
</tr>
<tr>
<td>Behavior</td>
<td>3 points</td>
</tr>
</tbody>
</table>
Two Types of Research
Based on Types of Data Needed

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
  - Mr. Migo M. Mendoza

Animo La Salle!
Based on Types of Data Needed:

1. Quantitative Research; and
2. Qualitative Research
Quantitative Research/Study

- It focuses on the analysis and interpretation of the raw numerical data gathered.

Animo La Salle!
Quantitative Research/Study

• It refers to the systematic empirical investigation of any phenomena via statistical, mathematical or computational method.
Quantitative Research/Study

- “is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations or the theory hold true” (Creswell 1994, 2).
Quantitative researchers usually base their work on the belief that facts and feelings can be separated, that the world is a single reality made up of facts that can be discovered.
Qualitative Research/Study

• It deals with the characteristics observed from the subjects and uses minimal to no statistical analysis.
Qualitative Research/Study

- It is research dealing with phenomena that are difficult or impossible to quantify mathematically, such as beliefs, meanings, attributes, and symbols.
Qualitative Research/Study

• “is defined as an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (Creswell 1994, 2).
Qualitative researchers, on the other hand, assume that the world is made up of multiple realities, socially constructed by different individual views of the same situation.
## Qualitative and Quantitative Research Paradigm Assumptions

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Question</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ontological</strong></td>
<td>• What is the nature of reality?</td>
<td>• Reality is subjective and multiple as seen by participants in a study. It is “constructed by the individuals involved in the research situation.” Researcher must “report faithfully these realities and to rely on voices and interpretations of informants.”</td>
<td>• Reality is “objective,” “out there” and singular, apart from the researcher, and can be measured objectively by using a questionnaire or an instrument.</td>
</tr>
<tr>
<td>Assumption</td>
<td>Question</td>
<td>Qualitative Research</td>
<td>Quantitative Research</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Espitemological</td>
<td>• What is the relationship of the researcher to that researched?</td>
<td>• Researcher interacts with that being researched. Interaction may be in the form of living with or observing informants over a prolonged period of time, or actual collaboration.</td>
<td>• Researcher is independent from that being researched. In surveys and experiments, for instance, “researchers attempt to control for bias, select a systematic sample, and be “objective” in assuming a situation.</td>
</tr>
</tbody>
</table>
### Qualitative and Quantitative Research Paradigm Assumptions

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Question</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Axiological</td>
<td>• What is the role of values?</td>
<td>• Value-laden and biased wherein the researcher “admits the value-laden nature of the study and actively reports his or her values and biased, as well as the value nature of information gathered from the field.</td>
<td>• Value-free and unbiased, “accomplished through entirely omitting statements about values from a written report, using impersonal language, and reporting the “facts”—arguing closely from the evidence gathered in the study.”</td>
</tr>
</tbody>
</table>

## Qualitative and Quantitative Research Paradigm Assumptions

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Question</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetorical</td>
<td>• What is the language of research?</td>
<td>• Informal • Evolving decisions • Personal voice • Accepted qualitative words—“understanding, discover, and meaning”</td>
<td>• Formal • Based on set definitions • Impersonal voice • Use of accepted quantitative words—“relationship, comparison, and within-group”</td>
</tr>
<tr>
<td>Assumption</td>
<td>Question</td>
<td>Qualitative Research</td>
<td>Quantitative Research</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Methodological</td>
<td>•What is the process of research?</td>
<td>•Inductive process</td>
<td>•Deductive process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•Mutual simultaneous shaping factors</td>
<td>•Cause and Effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•Emerging design – categories identified during research process</td>
<td>•Statistic design – categories isolated before study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•Context-bound</td>
<td>•Context-free</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•Patterns, theories developed for understanding</td>
<td>•Generalizations leading to prediction, explanation, and understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>•Accurate and reliable through verification</td>
<td>•Accurate and reliable through validity and reliability</td>
</tr>
</tbody>
</table>
## Comparison Between Qualitative and Quantitative Research

<table>
<thead>
<tr>
<th>Objective/Purpose</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Understand underlying reasons</td>
<td>• Express data in terms of numerical values as gathered from the samples.</td>
</tr>
<tr>
<td></td>
<td>• Gain insights in the prevailing trends</td>
<td>• Draw exact ideas from sample population.</td>
</tr>
<tr>
<td></td>
<td>• Interpretative and Contextualized</td>
<td></td>
</tr>
</tbody>
</table>

**Animo La Salle!**
Comparison Between Qualitative and Quantitative Research

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>•Hypotheses may emerge as the study progresses</td>
<td>•Hypotheses are specifically stated at the outset and tested.</td>
</tr>
</tbody>
</table>
### Comparison Between Qualitative and Quantitative Research

<table>
<thead>
<tr>
<th>Sample</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Comes in small numbers. The respondents (usually referred as subjects) are identified using non-probability sampling.</td>
<td>• Comes in large numbers. The respondents are selected to represent the population of interest using probability sampling.</td>
</tr>
</tbody>
</table>
Comparison Between Qualitative and Quantitative Research

<table>
<thead>
<tr>
<th></th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection</td>
<td>• Unstructured (free in form)</td>
<td>• Structured Procedures</td>
</tr>
</tbody>
</table>
## Comparison Between Qualitative and Quantitative Research

<table>
<thead>
<tr>
<th></th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Analysis</strong></td>
<td>• Data is analysed inductively.</td>
<td>• Data is analysed deductively.</td>
</tr>
<tr>
<td></td>
<td>• Minimal to no statistical test.</td>
<td>• Implores use of statistical tests.</td>
</tr>
</tbody>
</table>
### Comparison Between Qualitative and Quantitative Research

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Inconclusive and needs further study before recommending a course of action.</td>
<td>• Findings are conclusive, usually descriptive in nature, and are used to recommend a final course of action.</td>
</tr>
</tbody>
</table>
## Comparison Between Qualitative and Quantitative Research

<table>
<thead>
<tr>
<th>Generalization</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>•Findings are particularly in-depth about certain phenomena.</td>
<td>•Findings are generalizable to all situations.</td>
</tr>
</tbody>
</table>
Research Across Disciplines
The Nature of Inquiry and Research

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
  Mr. Migo M. Mendoza

Animo La Salle!
# Example of Research

<table>
<thead>
<tr>
<th>Areas of Discipline</th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Medicine</strong></td>
<td>• Studies to develop vaccines for HIV</td>
<td>• Dengue prevention practices of different places in the Philippines</td>
</tr>
</tbody>
</table>

**Animo La Salle!**
# Example of Research

<table>
<thead>
<tr>
<th>Areas of Discipline</th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>• Search for a good paint substance and painting material</td>
<td>• Stories behind the different artworks and different painters</td>
</tr>
</tbody>
</table>
## Example of Research

<table>
<thead>
<tr>
<th>Areas of Discipline</th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports</strong></td>
<td>• Development of a lightweight material to be used as volleyball</td>
<td>• Common characteristics of children into and not into sports</td>
</tr>
</tbody>
</table>
## Example of Research

<table>
<thead>
<tr>
<th>Areas of Discipline</th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports</strong></td>
<td>•Effects of types of music on the behavior of children</td>
<td>•Characterization of different behaviors of children listening to a particular music genre</td>
</tr>
</tbody>
</table>
# Example of Research

## Areas of Discipline

<table>
<thead>
<tr>
<th>History</th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Statistical profile of population for the past 20 years</td>
<td>• Apolinario Mabini: The Sublime Paralytic</td>
</tr>
</tbody>
</table>

*Example:*

- Statistical profile of population for the past 20 years
- Apolinario Mabini: The Sublime Paralytic
Activity Sheet 2: Research across Disciplines

- ASRes1: Research in Daily Life 1
- Accountancy, Business and Management (ABM) Strand
  - Mr. Migo M. Mendoza
Instructions:

• Kindly answer your “Activity Sheet 2: Research across Discipline.” Please work independently.