Chapter 4: Choosing and Introducing a Research Topic

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

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Chapter 4: Choosing and Introducing a Research Topic

- **Lecture 4.1:** Possible Topics for Qualitative Research
- **Lecture 4.2:** Narrowing Down a Research Topic
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Chapter 4: Choosing and Introducing a Research Topic

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Chapter 4: Choosing and Introducing a Research Topic

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Lecture 4.1: Possible Topics for Qualitative Research

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Possible Aspects to be Studied Using Qualitative Research

- According to Jon and Lyn Lofland (in Babbie, 2005, p.296), field research can be utilized best in studying the following aspects:
1. Practices

- Habits, customs, traditions, and behaviors such as washing hands, storytelling, and tattooing.
2. Episodes

- Life events or scenarios such as marriage, and sickness or to societal events such as ouster, revolutions or prosperity.
3. Encounters

- Meetings between or among people and their interactions.
4. Roles

- A look into people, the “positions” they take on and “the behavior associated with those positions” such as in the family, work space or in indigenous groups.
5. Relationships

- Action and expressions between “pairs or sets of roles” such as mother-child, politician-constituent, and supervisor-employee.
6. Groups

- A set of people sharing a common characteristic or interest such as clubs, and working groups.
“formal organizations, such as hospitals and schools”
8. Settlements

- Refers to smaller units of society like communities, villages and neighborhoods
9. Social Worlds

• “ambiguous social entities with vague boundaries and populations such as “the sports world” and “Wall Street””
10. Lifestyles or Subcultures

Way of living of a certain group of people such as elites, marginalized groups or those with unique practices such as bikers, gamers or nerds
Qualitative Research

Research Mates Activity 1

Questions

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Instruction:

- Together with your research mates, check-off the following questions that would lend themselves well to qualitative research. Write your answer on a manila and be ready to present your work in front of the class. Do not forget to justify your answer.
# Grading System

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
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<tr>
<td>Correctness</td>
<td>25 points</td>
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<td>Justification</td>
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Narrowing Down a Research Topic

Lecture 4.2:

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Classroom Task 4.1:

• On the next slides are some examples of research topics. Some of them are too narrow while some are too broad. Determine if they are too narrow or too broad.
Research Topic 1:

• What can bring development to a community?
Research Topic 2:

- In 2014, how many households in Brgy. San Jose, Antipolo City do not have their own toilets?
Research Topic 3:

What are consequences of privatizing government services?

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Research Topic 4:

• What is the importance of the internet in our lives?
Research Topic 5:

• What is the major psychological effect of child abuse?
Something to think about...

• When do you know if your research topic is too broad or too narrow?
Answer:

- One possible indicator that your topic is too broad is when you find yourself having too many ideas on how to investigate it. Some of these ideas might even be contradicting each other (University of Southern California, 2016).
Did you know?

Narrowing down your research topic is very crucial as you may encounter several difficulties in the course of your study such as the following (University of Southern California, 2016):

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Difficulty Number 1:

- Generally, it will be hard to conduct research on topic and find the answers you need within the allotted space and time.
Difficulty Number 2:

- You retrieve “too many information” making it hard to choose which ones are most relevant and which ones you can simply discard.
Difficulty Number 3:

- The information gathered are too general and it is hard to build a clear conceptual framework around them. It is also difficult to determine research methods that can analyze the topic.
Difficulty Number 4:

- The concepts and ideas are so varied that it is hard to integrate them together and you can get easily off-track.
Did you know?

• To address a broad research topic, you may consider the following strategies to narrow it down (University of Southern California, 2016):

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Strategy Number 1: ASPECT

• **Aspect**—consider just looking at one facet of the research topic.
For Example:

- Rather than researching how eating disorder affect one’s well-being, choose a particular eating disorder and replace well-being with something more concrete. Investigating how anorexia nervosa affects one’s self-confidence is an improvement on this topic.
Strategy Number 2: COMPONENTS

- *Components*—see if the different aspects of your research can be made more specific.
For Example:

If you would like to look into how a number of students deal with learning difficulties, you may try pinpointing a particular learning difficulty, such as hearing impairment, dyslexia or attention deficit hyperactivity disorder (ADHD).
Strategy Number 3: METHODOLOGY

Methodology—the way you collect data will determine how you will conduct data analysis.
For Example:

- A one case study research can only yield limited interpretative analysis compared to those using several cases.
Strategy Number 4: PLACE

- **Place**—consider identifying the particular geographic unit of analysis you want to look into in your study.

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For Example:

- If you want to look at street families and how they have defined and built their lives in the street, you may think of choosing a specific location for your research, say a particular street or barangay.
Strategy Number 5: RELATIONSHIP

- *Relationship*—determining the kind of relationship you would like to investigate can help you narrow down your topic. Look at how different concepts relate to one another.
For Example:

- Cause and effect, compare and contrast, contemporary or historical, or problem and solution, etc.
Strategy Number 6: TIME

- **Time**—identify the time period of your study.
For Example:

- If you wish to look at the Philippine economy and its impact on the ordinary Filipino family, decide on a time period, say from 2010-2016 which is the length of one government administration.
Strategic Number 6: Type

- **Type**—consider focusing your research on a particular type of people, places, or phenomenon.
For Example:

- In looking into how information, communication and technology have affected interpersonal relations of the family, you may simply focus on the use of mobile phones and how it affects interpersonal relations in a family.
Strategy Number 7: COMBINATION

- **Combination**—use one or a combination of the strategies mentioned above to narrow down your topic.
Developing the Research

Title

Lecture 4.3:

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Something to think about...

- What do you think are some characteristics of effective research titles?
Creswell (2014, p.26) compared the research title to “a major road sign in research.” He mentioned that the title is “an orienting device” which aids the researcher in focusing one’s investigation.
In addition, it helps convey to others the central idea behind your own research.
Drafting a Research Title

- Drafting a research title is a key task in research as this will capture the essence of what you wish to do in your inquiry. There are various ways that can help you develop one.
Way Number 1:

- Consider the ideas behind your research topic. Identify these main ideas and how they are related to one another. Try to inform a possible title using these main ideas.
For Example:

- If your research topic is about vegetarians and their motivation behind their decision to become so. The main ideas would be vegetarians and their motivation.
Way Number 2:

Completing the following sentence: “My study is about...” can also aid you in drafting a research title as it captures the essence of your research topic in one sentence.
For Example:

“My study is about how community leaders in Barangay San Luis, Antipolo City developed leadership skills.”
• “My study is about how my school connects and garners supports from the alumni.”
For Example:

- “My study is about how DTI employees perceived the Performance-Based Incentive System.”
Way Number 3:

• You may also consider mentioning several features of your research such as its purpose, approach and methods used (University of Southern California, 2016).
Way Number 4:

- In addition, Wilkinson (1991, in Creswell, 2014, p.26) advised to create the research title as brief as possible and to avoid “unnecessary words.”
For Example:

- Evade using these phrases: “An Approach to...” or “A Study of...”
Way Number 5:

- You may consider also developing a single title or a two-part title. The following are examples of two-part titles from Silverman (2013, p.334):
Two-Part Title Number 1:

• “Reading Castaneda: A Prologue to the Social Sciences”
Two-Part Title Number 2:

• Policing the Lying Patient: Surveillance and Self-Regulation in Consultations with Adolescent Diabetics”
Did you know?

• The first part is a **snappy phrase** intended to catch audience’s attention while the second part is more descriptive the actual study.
Did you know?

- Having a **two-part title** can provide the (1) additional context, (2) the temporal cope of the research, (3) the main theory, (4) approach and (5) methodology used (University of Southern California, 2016).

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For Example:

- The title on the following slides showcase these highlights.
“Lessons from Running an Enterprise: Case Studies of Four Filipino-Chinese Families”
(2) Temporal Scope of the Research:

• “A Comparison: Human Rights Under the Corazon Aquino and Benigno Aquino II Administrations”
(3) Main Approach Used:

• “The Feminist Approach: Therapy of Battered Wives”
(4) Methodology Used

• “An Ethnography: Understanding a Child’s Perception of Divorce”
There are three parts of research title according from markfuller.com.
First Part:

• **A Catchy Hook**—this, the least important part of an academic title, introduces the paper in a creative way.
Second Part:

• **Topic Keyword**—The "what" of the paper. This identifies concepts the scholar will be exploring. They and are present in the title both for humans scanning lots of articles and for search engine indexing.
Second Part:

• **Focus Keyword**—
The "where/when" of the paper. Along with “topic keyword", these more specific keywords are vital so that researchers can drill down to specific articles that pertain to their research.
Classroom Task 2:

- Using the three parts of research title according to markfuller.com, analyse the research title on the following slides. Identify (1) the catchy hook part, (2) the topic keyword, and (3) the focus keyword.
Research Title 1:

"Strength through Joy: Consumerism and Mass Tourism in the Third Reich"
Research Title 2:

"Workers and the Wild: Conservation, Consumerism, and Labor in Oregon, 1910-1930"
"Creating the New Egyptian Woman: Consumerism, Education and National Identity 1863-1922"
Research Title 4:

"The Poet in Society: Art, Consumerism, and Politics in Mallarme"
Research Title 5:

"Good Bye, Lenin! : Free-Market Nostalgia for Socialist Consumerism"
Research Title 6:

"Female Consumerism and Household Authority in Early National New England"
Research Mates Activity 2: Developing the Research Title

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Instruction:

- At this point of your research project, the draft research title is a “working title.” After the course of the study, usually at the latter stage of the research, you will need to look at your title again and see if it captures the focus of your research.
• Let us now work on your research title by using some of the strategies mentioned in our discussion. Describe your research in one sentence. Then, come up with possible title for your research. Ask several of your classmates about your research titles. Which one do they think captures the essence of your study?
Lecture 4.4:

Writing the Introduction of the Research

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Something to think about...

- What do you think are relevant information that should be included in the introduction chapter of a research paper?
The introduction chapter of a research “sets the stage for the entire” study (Creswell, 2014, p.107). It sets up a backdrop for the research topic, locates the study within the existing literature on the topic or field study, and presents its purpose and significance.
Several key sections are usually included in the introduction chapter of a research paper. These are the following:

1. Background of the Study
   - Purpose of the Study
   - Research Questions
   - Significance of the Study
   - Scope and Limitation
Background of the Study

- This section sets the tone of your research. It concisely introduces your research topic, the history behind it, and current understanding about the topic.
This introduction also offers a brief description of researches done on this particular topic, what other authors say about it, and what was discovered about it.
Background of the Study

- Highlight that, in spite of these existing researches, there is still an aspect about the issue which has not been investigated. You may cite and present some reasons why this particular research topic should be looked into.

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Even though the background of the study section is only written in a few pages, it is crucial part of the paper as you try to explain to your audience why this particular research is worth pursuing.
Did you know?

- Creswell (2014, p.111-112) proposes an approach to writing this section of the paper. He calls it the “deficiencies model” as it tries to “builds on gaps existing in the literature.”

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Its part includes:

- the research topic;
- studies that have tackled the problem; and
- deficiencies in the studies.
According to Creswell (2014, p.114), the first sentence of your study has two purpose:

(1) get the interest of the readers; and

(2) state the research topic.
Did you know?

- Creswell also suggested for that first sentence to have a “narrative hook” to entice your readers to keep on.
For Example 1:

• “I AM a warlord’s daughter, granddaughter, niece, cousin, relative, and friend.”

For Example 2:

- “More than 20 years ago, the psychologist Arthur Aron succeeded in making two strangers fall in love in his laboratory.”
These examples clearly explain the incident that brings the need look into the research topic. Frame the research topic at the onset and you may do this by answering the following questions:

- (1) “Why is this study needed?”
- (2) “What brought about the need to undertake this study?”
For Example 3:

- If one wishes to describe various coping approaches in education in emergencies, then, after the narrative hook, you may consider providing brief descriptions of how the Philippines is often affected by natural calamities such as typhoons throughout the year.

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For Example 3:

- Description of the impacts of these natural disasters to schooling and education may also be presented. Experiences of the Department of Education on the challenges they faced in dealing with disasters may also be briefly shared at the beginning to clearly highlight the need and relevance to investigate the topic.
Studies that Have Tackled the Problem:

- After stating the problem, you can discuss existing researches that have dealt with this topic. In the background of the study, you can also summarize and introduce a few relevant studies and present their key ideas and findings.
Studies that Have Tackled the Problem:

- You may discuss briefly what the common understanding about the topic is. Try to see similar findings about the topic, unique perspectives, and show the key findings of the work done on the topic.
Studies that Have Tackled the Problem:

- Presenting these existing literatures in the beginning situates your proposed study in the broader literature on the topic and shows how your research contributes to it.
Something to think about...

• Where do you start with your literature search?
Suggestion:

You may begin with the main ideas behind your research topic.
For Example 4:

- For example, if your topic is on changing the behavior of primary school children handwashing, you may consider looking into empirical studies about these topics: behavior change, and handwashing in schools.
For Example 5:

If you would like to look into handling anxieties among couples that have undergone divorce, you can search studies that have dealt with anxieties, managing anxieties and divorce.
Deficiencies in the Previous Studies:

- After presenting a summary of the existing literature about your research topic, it would be crucial to identify their “deficiencies” (Creswell, 2014, p.117).
Deficiencies in the Previous Studies:

- These deficiencies could be areas overlooked by other researches, perspectives of “underrepresented groups,” methodological shortcomings, and potential implications of the studies.

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Did you know?

- It does not make much sense if you will only replicate a study. You need to show that what you are proposing is either new or an innovation over the previous studies. You can do this by showing a different aspect of the issue, by reinforcing it and extending existing findings and examining if these still hold in different contexts or groups of people.
Did you know?

- You may find these “deficiencies” and get ideas for potential research topics in the section on “suggestions for future research” which is usually found at the latter parts of the research.
Did you know?

- In writing this section, you may notice that many authors would often use the following phrases:
  - (1) “little has been known about, ”
  - (2) “limited research,” and
  - (3) “what remains to be explored” (Creswell, 2014, p.118)
For Example 6:

- The debate over gun control policy continues to be driven almost exclusively by horrific but still rare mass shootings committed by mentally unstable and by regularly reported gun violence among youth in urban minority communities. Little is said of the other kind of gun violence that disproportionately affects residents of states with older, whiter, and more rural populations—the very states where gun ownership is most prevalent and resistance to gun control strongest.

Migrant domestic workers constitute a vulnerable group in terms of psychiatric morbidity (el-Hilu et al., 1990; Lau, Cheng, Chow, Ungvari & Leung, 2009; Zahid, Fido, Alowaish, Mohsen, & Razik, 2003). However, little is known about factors that help to prevent, reduce, or cope with stress and mental health problems among migrant domestic workers.

Writing the Introduction of the Research

Research Mates Activity 3: Research

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• Now, let’s look into your particular research project. Let’s work on your background of the study and apply some of the things we’ve learned from our discussion. First of all, identify the main ideas from your research topic. Read reference materials about it.
Instruction:

• Capture what general reference materials such as encyclopaedias say about the main ideas. Look into some journal articles about the topic as well. Determine the commonalities among their discussions. Determine if indeed your research is worth investigating. Come up with an outline for the background of your study.
Please Be Guided:

• Use this template. Encode the introduction of your research (Font: Arial; Font Size: 11, Double Space) on the box below and print it and submit it to your teacher. Also, send the word format of it for critiquing purposes to jay-r_mendoza@dlsu.edu.ph or migo.mendoza@lsca.edu.ph seven days after this activity is given.

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Writing the Purpose of the Study

Lecture 4.4:

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Classroom Task 3:

- On the next slides are examples of purpose statements. Read them and answer the question on the following slide.
Purpose Statement 1:

- “This article explores how poor, young men in a Manila relocation site enter into a brotherhood as a means to claim recognition from dominant society.”

Purpose Statement 2:

- “This study examines employment and occupational shifts experienced by Filipino overseas contract workers in the transition from country of origin to country of destination and examines the impact of labor migration on economic conditions and standard of living on the families left behind.”

Something to think about...

• What do you think are aspects which should be included in the purpose statement?
Purpose of the Study

- It is usually written as a statement which “establishes the intent of the entire research study” (Creswell, 2014, p.123). Creswell emphasized that this statement has to be “clear, specific and informative.” It somehow captures a summary of what your research intends to do.
Purpose of the Study

According to Creswell (2014, p.124), in qualitative researches, the purpose statement encapsulates the central phenomenon being investigated in your study, the target research participants and the research site. He presented some aspects which can help you write the purpose statement (2014, p. 124-125):
Aspect Number 1:

- Utilize cues or key words such as “purpose,” “intent” or “objective” to direct the attention of your readers to the purpose statement. Write the statement as a separate paragraph to highlight.
Take Note:

- **Take note of the verb you are using. If you are at proposing writing stage, use the present tense or the future tense.**
For Example:

- *For example, say: “The purpose of this study is...” However, after conducting your research, you then have to change the verb to past tense.*
Aspect Number 2:

- Try to focus on a single idea or concept. Capture what you want to look into in your research in a sentence.
For Example:

- “The objective of this study is to compare courting practices between Korean and Filipino modern youth.”
For Example:

• “The intent of this study is to describe how the support of the Parent-Teacher Association is harnessed to aid school improvement.”
Aspect Number 3:

• Use action words. In the two examples on the previous slides, you can notice that “compare” and “describe” were used to show the intention of the research.
Take Note:

- You may also use other action words of phrases, for example, “understand, develop, explore, examine the meaning of, or discover” (Creswell, 2014, p.124).
Aspect Number 4:

- Briefly mention the qualitative approach which you intend to use in the study, whether it be ethnography, narrative analysis, grounded theory or discourse analysis.
Aspect Number 5:

- State the participants of the study. Mention if it is an individual, group of people or organization.
 Aspect Number 6:

- Point out the where your research will take place. Determine if your research site is a location, a city, an organization, a school, a church, or others.
Aspect Number 7:

- Lastly, describe concisely the scope of your study.
For Example:

- For example, is your study only limited to a specific gender, or race. Will your research participants be only a group of people (for example, drama students, call-center agents, etc.)? Will your study focus in a particular city or location?
Suggested Script for Purpose Statement:

• Creswell (2014, p.126) suggests the following script to aid novice researchers in coming up with the purpose statement:

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Suggested Script for Purpose Statement:

“The purpose of this _________ (strategy of inquiry, such as ethnography, case study, or the type) study is (was? Will be?) to __________ (understand? explore? develop? discover?) the __________ (central phenomenon being studied) for __________ (the participants, such as the individuals, groups, organization) at __________ (research site).”
Did you know?

- This particular script is located in the first paragraph of the article. You may notice that it used a cue such as “the aims of our study” to show the research’s purpose.
Classroom Task 4:

- The example on the next slide does not make use of the script, it showcases the different elements relevant in the purpose statement. Kindly read and analyse it.
Statement of Purpose

- The aims of our study were to examine the local contexts within which sex trafficking of women and girls takes place, identify salient trafficking determinants in these cities, describe current local efforts to combat trafficking, and propose opportunities for local health system engagement in future anti-trafficking work.
Statement of Purpose

- Our approach to sex trafficking mirrors the expansive, “holistic” approach of the World Health Organization (WHO) Commission on Social Determinants of Health. In other words, we sought to identify underlying social factors – at multiple levels – that facilitate trafficking. This article focuses on our case study of Manila, Philippines.

Research Mates Activity 4: Writing the Purpose of the Study

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• Now, try the writing exercise. Draft your purpose statement below. You may use Creswell’s script we have discussed or adapt your own.
Please Be Guided:

• Use this template. Encode the purpose of your study (Font: Arial; Font Size: 11, Double Space) on the box below and print it and submit it to your teacher. Also, send the word format of it for critiquing purposes to jay-r_mendoza@dlsu.edu.ph or migo.mendoza@lsca.edu.ph seven days after this activity is given.

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Lecture 4.5:

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Did you know?

- Research questions are the inquiries that focus a research project.
Classroom Task 6:

- On the next slides are three topics with three research question options. Try to determine which among these options would be most suitable for research.
Research Question Options 1

(1) How can children interact with their OFW parents?

(2) What major emotional reaction do children have toward their OFW parents?

(3) How do selected primary-school aged children foster relationships with their OFW parents?
Research Question Options 2:

(1) What effects does computer gaming have in the social life of senior high school students?

(2) Why is computer gaming bad to the social life of senior high school students?

(3) What effects does computer gaming have on teens?
Research Question Options 3:

(1) How do student organizations train new leaders?

(2) How does the drama club train new student leaders?

(3) What methods are employed in training new student leaders?
Something to think about...

- How did you find the exercise?

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Research Questions

- The research questions serve as guide posts in research. The research topic, the general issue, challenge, knowledge gap or concern you wish to address in your investigation, and the purpose of your study are concretized in your research questions.
Research Questions

- The research questions will be the focus of your inquiry. They will be the basis for your data gathering instruments and the queries which you would need to address all throughout of your research.

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Did you know?

- According to Punch (1998, in Silverman, 2013, p.83), research questions have several roles. These are listed on the next slides.
Roles of Research Question

**Role Number 1:** “They organize the project and give it direction and coherence.” Your questions will serve as your guide, from the start of your research project until the end.
Take Note:

- In qualitative research, it is normal that you will encounter a lot of data. You might feel intimidated in dealing with these. However, let the research questions be the basis of your data analysis. Keep them in mind as you work through your study.
Roles of Research Question

**Role Number 2:** “They delimit the project, showing its boundaries”
Take Note:

- Though your research topic might be broad, say for example, examining the implementation of land reform in the municipality in the Philippines, your research questions will only be few and concentrated.

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Take Note:

- You cannot address all questions that revolve around land reform. You have to decide which aspects of the topic you really want to find out. For example, you may want to consider just three questions such as:
Take Note:

(1) What land reform policies have been ratified in the past 20 years?
(2) Who are the implementers of the policy?
and
(3) How are the policies carried out by the implementers?
Role Number 3: “They keep the research focused.”
Take Note:

- Since the research questions clearly limits the scope of the topic you wish to address, you can focus your attention to answering these. You can keep coming back to your research questions and have them always at the back of your mind in planning your study, gathering data, analyzing data and coming up with your conclusions.
Role Number 4: “They provide a framework when you write up your research.”
Take Note:

- Your paper can be organized according to your research questions. Depending on what emerged from your data gathering phase, you may address each question with one chapter. The sections of your paper will reflect your answers to your research questions.
Roles of Research Question

Role Number 5: “They point on the methods and data that will be needed.”
As mentioned in chapters one and two, there are certain inquiries which either requires a qualitative or quantitative research methodology.
For Example:

- For example, if you would like to compare the test results in an English standard exam among males and female students, you may want to use a quantitative approach and utilize statistical analysis.
For Example:

- However, if you want to find out how vegetarians influence others to be more open to this kind of lifestyle, then such an inquiry would warrant interviews, perhaps observation, which are methods associated with the qualitative research methodology.
There are two forms of questions according to Creswell (2014, p.139):

(1) Central Question; and

(2) The Subquestions.
Central Question

- The central question is a general question which deals with the key phenomenon or issue being studied.
Did you know?

- In qualitative research, oftentimes, the researcher wishes to understand the phenomenon in its entirety, including its complexities, and intricacies. You wish to paint a complete picture of the phenomenon. Try to develop the central question that deal with these broader issues, perspectives or meanings, in order to open up your investigation. Limit this to just one or two.
Subquestions

- The subquestions, on the other hand, might be several. They are related to the central question and would ideally flow directly from them.
Did you know?

- Subquestions focus your inquiry. They break down your main question into manageable parts. Sometimes these can be asked to research participants themselves in the course of an interview.
Did you know?

- It is recommended that both central and succeeding questions remain open-ended.
Open-Ended Questions

- These are questions that allow your subjects to give information.
Did you know?

- Compared to close-ended questions which are quick to answer, usually with a **YES** or **NO** or **TRUE** or **FALSE**, open-ended questions prompt your research participants to reveal more and share about the phenomenon or topic, such as feelings, thoughts, opinions and reflections about an issue.
Guide in Developing Research Questions

- Creswell (2014, p.140-141) also provides additional guidelines in developing the research questions:
Guideline Number 1:

- “Focus on a single phenomenon or concept”—start your investigation with one concept in mind.
Guideline Number 1:

- “Use exploratory verbs as nondirectional rather than directional words that suggest quantitative research, such as affect, influence, impact, determine, cause, and relate.”—You may also use terms such as “report,” “describe,” “discover,” “understand,” and “explore.”
Guideline Number 3:

- Specify the participants of the study and the research site in phrasing your questions.
Classroom Task 7:

- In considering the features mentioned above, look at the following good examples and nonexamples of research questions:
Example Number 1:

<table>
<thead>
<tr>
<th>Good Example</th>
<th>Bad Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do selected junior high school students in La Salle College Antipolo describe their study habits in learning Mathematics?</td>
<td>Why are students not interested in Mathematics?</td>
</tr>
</tbody>
</table>
### Example Number 2:

<table>
<thead>
<tr>
<th>Good Example</th>
<th>Bad Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the existing government programs that address violence against women in Barangay San Luis in Antipolo City?</td>
<td>What can we do to reduce violence against women?</td>
</tr>
<tr>
<td>Good Example</td>
<td>Bad Example</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What factors does La Salle College Antipolo consider in accepting students?</td>
<td>Why does La Salle College Antipolo discriminate against students from low-income families by not accepting them?</td>
</tr>
</tbody>
</table>

*Animo La Salle!*
Research Mates Activity 5: Questions

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

• Now, let’s go into your own research paper and have another writing exercise! Write one central question based on your research topic and purpose statement and at three subquestions.

Animo La Salle!
Please Be Guided:

• Use this template. Encode the purpose of your study (Font: Arial; Font Size: 11, Double Space) on the box below and print it and submit it to your teacher. Also, send the word format of it for critiquing purposes to jay-r_mendoza@dlsu.edu.ph or migo.mendoza@lsca.edu.ph 3 days after this activity is given.