



**HANDOUT #8**

EM200 Methods of Research  
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Summer 2020  
CED Building

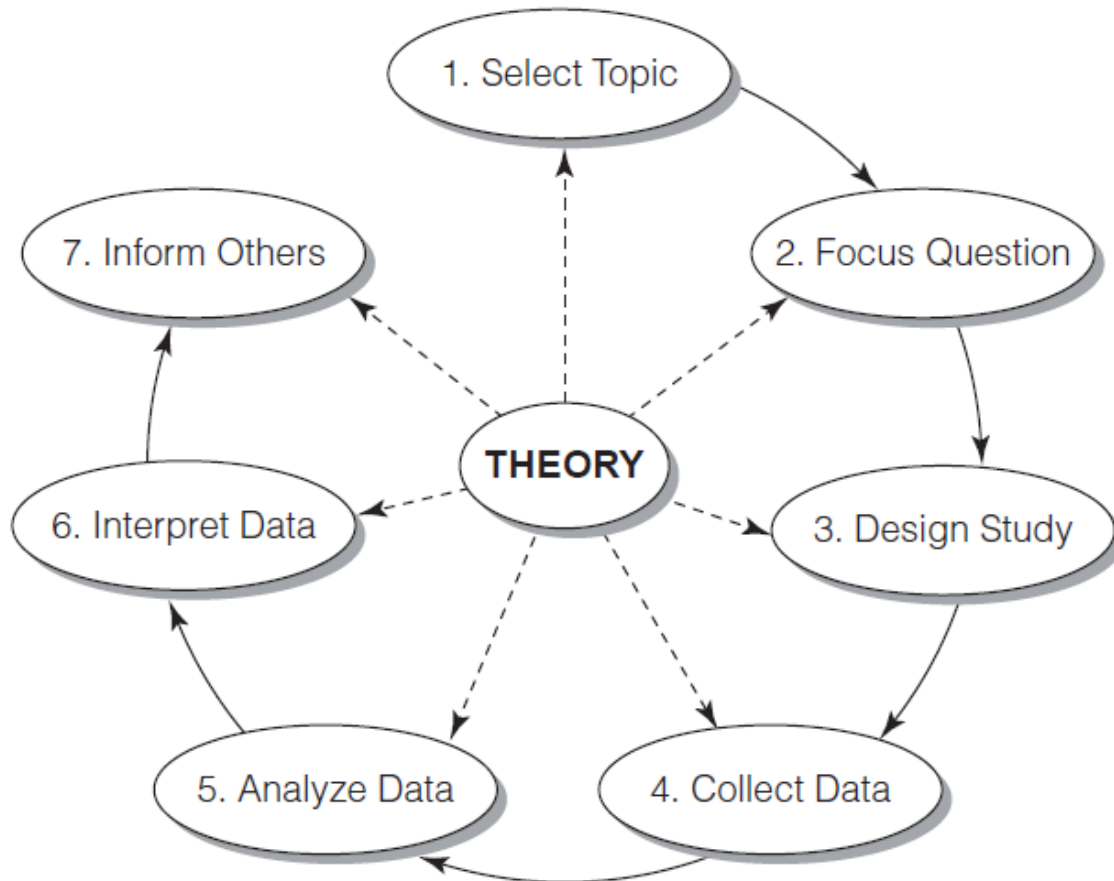
**QUALITATIVE VERSUS QUANTITATIVE APPROACHES IN SOCIAL RESEARCH**

**TABLE 2 Quantitative versus Qualitative Approaches**

<b>QUANTITATIVE APPROACH</b>	<b>QUALITATIVE APPROACH</b>
Measure objective facts	Construct social reality, cultural meaning
Focus on variables	Focus on interactive processes, events
Reliability the key factor	Authenticity the key factor
Value free	Values present and explicit
Separate theory and data	Theory and data fused
Independent of context	Situationally constrained
Many cases, subjects	Few cases, subjects
Statistical analysis	Thematic analysis
Researcher detached	Researcher involved

*Sources:* Crewsell (1994), Denzin and Lincoln (2003a), Guba and Lincoln (1994), Marvasti (2004), Mostyn (1985), and Tashakkori and Teddlie (1998).

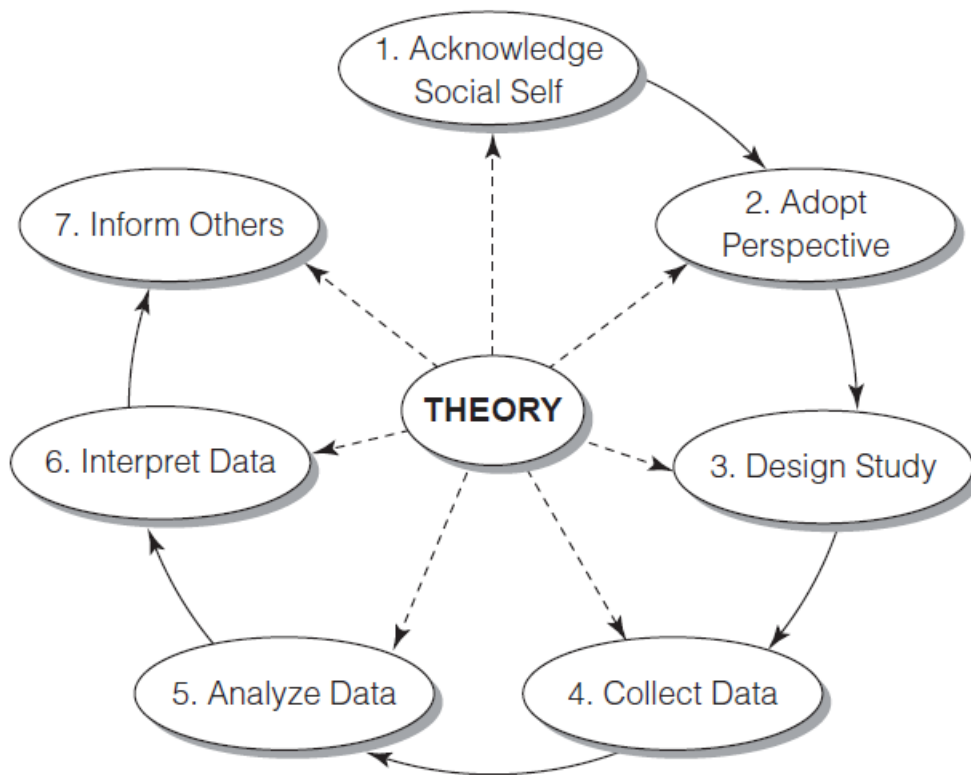
## QUANTITATIVE APPROACH TO SOCIAL RESEARCH



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**FIGURE 1 Steps in the Quantitative Research Process**

## QUALITATIVE RESEARCH APPROACH IN SOCIAL RESEARCH



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**FIGURE 2 Steps in the Qualitative Research Process**



## LITERATURE REVIEW: TYPES OF PUBLICATIONS

### HOW TO REVIEW THE LITERATURE AND CONDUCT ETHICAL STUDIES

**TABLE 1** Types of Publications

TYPE	EXAMPLE	AUTHOR	PURPOSE	STRENGTH	WEAKNESS
Peer-reviewed scholarly journal	<i>Social Science Quarterly, Social Forces, Journal of Contemporary Ethnography</i>	Professional researchers	Report on empirical research studies to professionals and build knowledge	Highest quality, most accurate, and most objective with complete details	Technical, difficult to read, requires background knowledge, not always current issues
Semischolarly professional publication	<i>American Prospect, Society, American Demographics</i>	Professors, professional policymakers, politicians	Share and discuss new findings and implications with the educated public	Generally accurate, somewhat easy to read	Lacks full detail and explanation, often includes opinion mixed in with discussion
Newsmagazines and newspapers	<i>Wall Street Journal, Christian Science Monitor, Newsweek, Time</i>	Respected journalists	Report on current events in an easy-to-read, accessible way for the lay public	Easy to read, accessible, very current	Semiaccurate, incomplete, distorted, or one-sided views
Serious opinion magazines	<i>Nation, Human Events, Public Interest, Commentary</i>	Professors, professional policymakers, politicians	Offer value-based ideas and opinions to the educated public	Carefully written and reasoned	One-sided view and highly value based
Popular magazines for the public	<i>Esquire, Ebony, Redbook, Forbes, Fortune</i>	Journalists, other writers	Entertain, present and discuss current events for lay public	Easy to read, easy to locate	Often shallow, inaccurate, and incomplete



## STRATEGIES OF RESEARCH DESIGN

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**TABLE 1 Quantitative Research versus Qualitative Research**

QUANTITATIVE RESEARCH	QUALITATIVE RESEARCH
Researchers test hypotheses that are stated at the beginning.	Researchers capture and discover meaning once they become immersed in the data.
Concepts are in the form of distinct variables.	Concepts are in the form of themes, motifs, generalizations, and taxonomies.
Measures are systematically created before data collection and are standardized.	Measures are created in an ad hoc manner and are often specific to the individual setting or researcher.
Data are in the form of numbers from precise measurement.	Data are in the form of words and images from documents, observations, and transcripts.
Theory is largely causal and is deductive.	Theory can be causal or noncausal and is often inductive.
Procedures are standard, and replication is frequent.	Research procedures are particular, and replication is very rare.
Analysis proceeds by using statistics, tables, or charts and discussing how what they show relates to hypotheses.	Analysis proceeds by extracting themes or generalizations from evidence and organizing data to present a coherent, consistent picture.

### STRATEGIES OF RESEARCH DESIGN

#### EXAMPLE BOX 2

#### Examples of Bad and Good Research Questions

##### BAD RESEARCH QUESTIONS

###### *Not Empirically Testable, Nonscientific Questions*

- Should abortion be legal?
- Is it right to have capital punishment?

###### *General Topics, Not Research Questions*

- Treatment of alcohol and drug abuse
- Sexuality and aging

###### *Set of Variables, Not Questions*

- Capital punishment and racial discrimination
- Urban decay and gangs

###### *Too Vague, Ambiguous*

- Do police affect delinquency?
- What can be done to prevent child abuse?

###### *Need to Be Still More Specific*

- Has the incidence of child abuse risen?
- How does poverty affect children?
- What problems do children who grow up in poverty experience that others do not?

##### GOOD RESEARCH QUESTIONS

###### *Exploratory Questions*

- Has the incidence of new forms of child abuse appeared in Wisconsin in the past 10 years?

###### *Descriptive Questions*

- Is child abuse, violent or sexual, more common in families that have experienced a divorce than in intact, never-divorced families?
- Are the children raised in impoverished households more likely to have medical, learning, and social-emotional adjustment difficulties than children who are not living in poverty?

###### *Explanatory Questions*

- Does the emotional instability created by experiencing a divorce increase the chances that divorced parents will physically abuse their children?
- Is a lack of sufficient funds for preventive treatment a major cause of more serious medical problems among children raised in families in poverty?



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**Source:**

Neuman, W. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*, 7<sup>th</sup> Edition, UK: Pearson Education Limited. Retrieved from <https://www.pdfdrive.com/social-research-methods-qualitative-and-quantitative-approaches-e19744746.html>

**Required Readings:**

Chapter 1: Why do Research (Steps in the Research Process)

Chapter 2: What are the major types of Social Research

Chapter 3: How to Review the Literature & Conduct Ethical Studies