Qualitative Research Methods for Business Students 1st edition Omeihe Test Bank

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Omeihe & Harrison, *Qualitative Research Methods for Business Students: A Global Approach*
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Testbank

Chapter 1: The nature of qualitative research

Multiple choice questions

For each of the following questions read each question carefully then choose the answer you believe is *most* correct.

1. Which of the following best defines research?
a. It is a form of systematic enquiry undertaken to contribute to new knowledge or expand the existing knowledge base.
b. Just a means of collecting data.
c. The use of surveys and interviews
d. The use of statistical information to analyse data.
Ans: A

2. Which of these is not a rationale for conducting research?
a. To provide solutions to problems.
b. To build new knowledge and expand the existing knowledge base.
c. To understand a phenomenon, situation or behaviour under study.
d. To satisfy illegitimate gains.
Ans: D

3. Which one of the following is not true?
a. Basic research is also known as pure research.
b. Basic research is also known as fundamental research.
c. Applied research is also known as solution-oriented research.

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d. Applied research is also known as fundamental research.

Ans: D

4. In the introduction of the book, which of the following is not included in the research process?

a. Idea and theory development.

b. Purpose and problem definition.

c. Literature review.

d. Instrumentation.

Ans: D

5. Applied research is a systematic enquiry that aims to provide _____ to a specific problem.

a. practical solutions

b. advances

c. patterns

d. theoretical insights

Ans: A

6. Basic research can be defined as a _____ that aims to achieve a better understanding of a phenomenon and not to solve a specific problem.

a. systematic investigation

b. method

c. tool

d. means

Ans: A

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7. Regardless of whether the research is basic or applied, a key aspect of any research project is _____?

a. data

b. action

c. insight

d. rigour

Ans: D

8. This research wheel does not comprise one of the following.

a. research philosophy

b. research approach

c. research strategy

d. stakeholders

Ans: D

9. According to your textbook, _____ is the lens through which a variety of considerations can be made regarding data collection and analysis techniques?

a. research flower

b. research vehicle

c. research wheel

d. research path

Ans: C

10. One useful way to conceptualize business and management research is based on its _____.

a. topic

b. stakeholders

c. purpose

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d. niche

Ans: C

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Qualitative Research Methods for Business Students (1st)

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Total Questions: 10

Multiple Choice (10)

Q1. *[Multiple Choice]*

Which of the following best defines research?

a) It is a form of systematic enquiry undertaken to contribute to new knowledge or expand the existing knowledge base. ✓ correct

b) Just a means of collecting data.

c) The use of surveys and interviews

d) The use of statistical information to analyse data.

Q2. *[Multiple Choice]*

Which of these is not a rationale for conducting research?

a) To provide solutions to problems.

b) To build new knowledge and expand the existing knowledge base.

c) To understand a phenomenon, situation or behaviour under study.

d) To satisfy illegitimate gains. ✓ correct

Q3. *[Multiple Choice]*

Which one of the following is not true?

a) Basic research is also known as pure research.

b) Basic research is also known as fundamental research.

c) Applied research is also known as solution-oriented research.

d) Applied research is also known as fundamental research. ✓ correct

Q4. *[Multiple Choice]*

In the introduction of the book, which of the following is not included in the research process?

a) Idea and theory development.

b) Purpose and problem definition.

c) Literature review.

d) Instrumentation. ✓ correct

Q5. *[Multiple Choice]*

Applied research is a systematic enquiry that aims to provide _____ to a specific problem.

a) practical solutions ✓ correct

b) advances

c) patterns

d) theoretical insights

Q6. *[Multiple Choice]*

Basic research can be defined as a _____ that aims to achieve a better understanding of a phenomenon and not to solve a specific problem.

a) systematic investigation ✓ correct

b) method

c) tool

d) means

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Q7. *[Multiple Choice]*

Regardless of whether the research is basic or applied, a key aspect of any research project is _____?

a) data
b) action
c) insight
d) rigour ✓ correct

Q8. *[Multiple Choice]*

This research wheel does not comprise one of the following.

a) research philosophy
b) research approach
c) research strategy
d) stakeholders ✓ correct

Q9. *[Multiple Choice]*

According to your textbook, _____ is the lens through which a variety of considerations can be made regarding data collection and analysis techniques?

a) research flower
b) research vehicle
c) research wheel ✓ correct
d) research path

Q10. *[Multiple Choice]*

One useful way to conceptualize business and management research is based on its _____.

a) topic
b) stakeholders
c) purpose ✓ correct
d) niche

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Teaching guide

Chapter 1: The nature of qualitative research

Tips for introducing the concepts

Overview

In this class, we recommend introducing the nature of qualitative research and aim to simplify the process, making it more accessible and understandable for students. The emphasis should be on providing students with an understanding of qualitative research and highlighting its significant contributions to the field. Additionally, it will be useful to offer students a broad and reasonably comprehensive overview of various qualitative research methods and their philosophical foundations. This will include the multi-method approach of qualitative research, which involves interpreting natural settings and investigating a wide range of phenomena.

A tip to help kick off the class

We suggest starting your lessons with a real-life example that illustrates the importance of qualitative research in our daily lives. Following that, you can provide a simple definition of qualitative research, emphasizing its role in understanding human experiences and behaviours. It's important to underscore why qualitative research is significant. As it offers insights into culture, social phenomena and different perspectives on the world. Next, you can discuss the distinctions between qualitative and quantitative research. Qualitative research focuses on words and meanings, while quantitative research deals with numbers and statistics.

You should also explore the fundamental characteristics of qualitative research, such as the use of open-ended questions and the practice of providing rich descriptions. Please keep in mind that qualitative research takes many forms, including interviews, observations and

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the analysis of written content. It finds applications in various aspects of our daily lives, from businesses understanding customer preferences to addressing complex social issues. Lastly, we encourage you to motivate your students to ask questions and share their thoughts and experiences related to qualitative research. Their engagement will enrich the learning experience.

General teaching tips

After covering the main concepts in Chapter 1, we often run a group exercise that is both stimulating and challenging. This exercise requires minimal preparation and minimal instruction.

You can get the group to reflect on the following questions:

1. On what they think about the research wheel, ask students to identify the key parts of the wheel and when they can be applied.
2. Discuss why the research wheel is useful for qualitative research and how it can be useful to policymakers.

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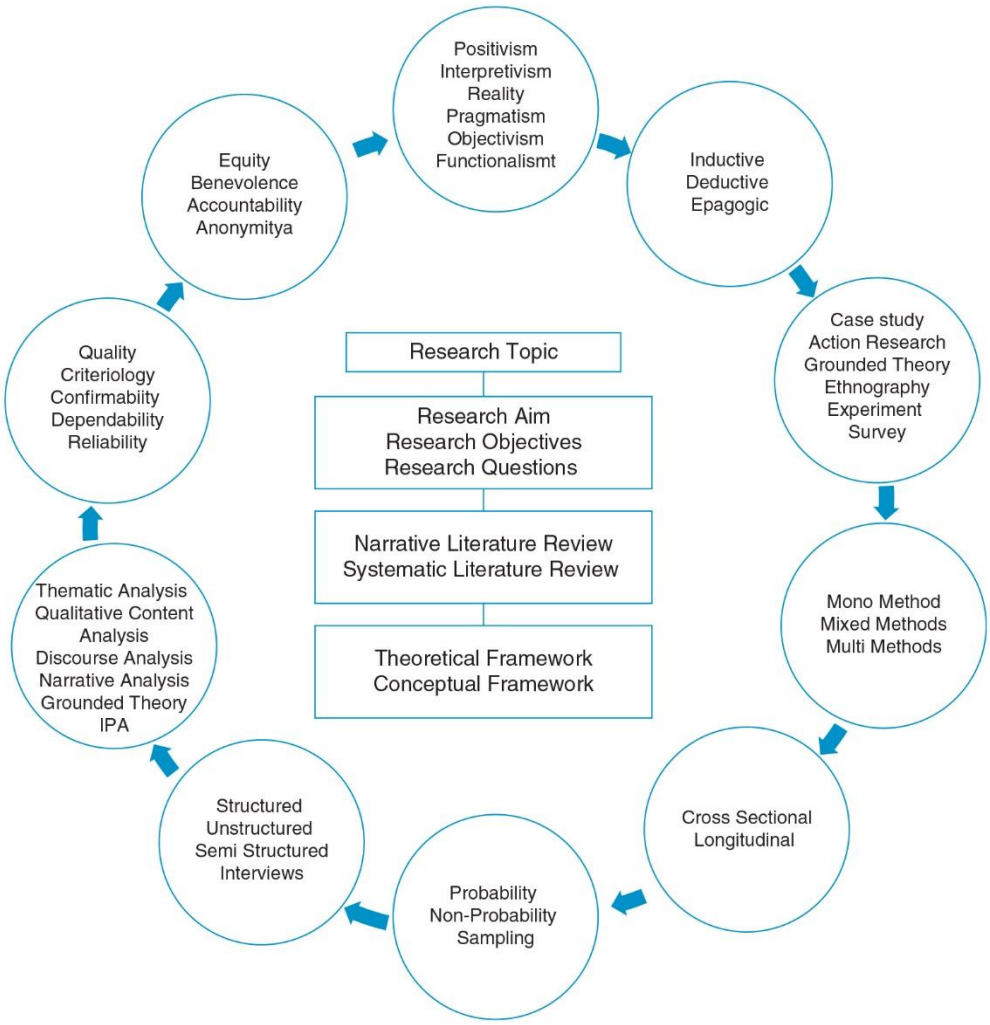


Figure 1.2 **The Research 'Wheel'**

After they have completed this task as a group, you can give them the opportunity to discuss the following questions as part of a team.

Discussion questions

Q1.1. What distinguishes qualitative research from quantitative research? How do their goals and methods differ?

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- ✓ Answer: Qualitative research is exploratory and aims to understand the depth and complexity of phenomena. It focuses on words, meanings and context. The goal is to uncover underlying motivations, beliefs and social constructs. It employs non-numerical data collection techniques such as interviews, observations, content analysis and open-ended surveys. Qualitative data can be analysed through thematic coding, narrative analysis or content analysis. Qualitative research often uses purposive or convenience sampling to select participants based on their relevance to the research question.
- ✓ On the other hand, quantitative research is deductive and aims to measure relationships, patterns and cause-and-effect phenomena using numerical data. The goal is to quantify variables and test hypotheses. It employs structured data collection methods like surveys, experiments and statistical analyses. Quantitative data is analysed using statistical techniques, including regression, *t*-tests and correlation analysis. Quantitative research often uses random sampling to ensure representative samples.

Q1.2. Why is qualitative research often associated with in-depth exploration and understanding? How does it contribute to a richer understanding of phenomena?

- ✓ Answer: Qualitative research is associated with in-depth exploration because it focuses on context, allowing researchers to study phenomena within their natural settings. It emphasizes open-ended questions, enabling participants to express their perspectives fully. It uses methods like interviews and observations, facilitating rich, detailed data collection. Qualitative research contributes to a richer understanding by uncovering hidden or less visible aspects of a phenomenon. And more importantly, it provides a holistic view of the subject, incorporating context, culture and individual narratives.

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Further resources

Read the below paper, and then students can discuss their views on the nature of qualitative research applied by the researchers.

Omeihe, K., Simba, A., Gustafsson, V., & Omeihe, I. (2021). Trade associations and trust in weak institutional contexts: exploring SME relationships in Nigeria. *International Review of Entrepreneurship, 18*(4), 1640, pp. 583–610. ISSN 2009-2822.

Chapter 2: Identifying the research topic

Tips for introducing the concepts

Overview

Begin the session by explaining the importance of research topics in the research process. It will be useful to highlight how a well-defined research topic forms the foundation of a successful research project. A first approach will involve explaining how to formulate the research idea and what students believe is the most difficult facet of the research project process. In choosing research topics, we always recommend that students consider topics that are relevant and perhaps, one that fits with their passion and career interests. We have seen instances where project supervisors are decided by supervisors. This is neither welcomed nor encouraged. A good start in the right direction is for students to decide on topics themselves. However, a point of caution relates to the supervisory process. We have seen instances where students have failed to maximize the opportunities of the student–supervisor relationships. So, it will be important to explain the nature of the student–supervisor relationship too.

A tip to help kick off the class

Share a relatable anecdote or current event related to research topics. For instance, discuss how a groundbreaking study started with a simple question or idea. This real-life example can engage students and demonstrate the practicality of the topic. Encourage them to identify the roles of supervisors compared to those of supervisees.

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Quick brain teaser

Role and remit
o The _____ role is to *help* _____ throughout the research process and to advise them on the standard of their work.
o The _____ will give advice to the best of their ability but will *not tell* _____ *what to do*. The final responsibility rests with the *students* and not the supervisor
o _____ are expected to meet or have contact with their _____ at intervals throughout the dissertation process
o _____ should ensure that supervisors are kept fully informed on progress and difficulties. It is good practice to have prepared questions ahead of the supervisory meetings.
o _____ should submit drafts in advance of meetings in sufficient time to allow for comment and discussion.
o The onus is on the _____ to make sure that you arrange meetings with your _____, or that you attend at the times that are arranged by their _____ in consultation with the student.

General teaching tips

Prompt students to think critically about potential research topics. Ask open-ended questions that challenge them to explore the significance, feasibility and relevance of their ideas. Discuss methods for generating research ideas, such as brainstorming, literature review and personal interests. Encourage students to share their experiences in coming up with research ideas and discuss any challenges they face.

Tutors should also seek to explore the criteria for selecting research topics, including relevance to the field, feasibility and personal interest. You can also conduct a group activity where students evaluate different research topics based on these criteria:

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- Define and explain the key components of a research topic, such as the research aim, objectives and research questions.
- Break down the process of developing a clear research aim and objectives.
- Discuss the significance of formulating precise research questions and their alignment with the research aim.
- Introduce the concept of a research proposal and its purpose in the research process.
- Outline the typical structure of a research proposal and the information it should contain.

Group Activity – Research Proposal Draft:
Divide students into groups and have them work on a preliminary research proposal. Encourage them to use the knowledge gained during the session to outline their research project.
Q&A and Discussion:
Dedicate time for students to ask questions and engage in open discussions about generating research topics and designing research proposals.

Chapter 3: The literature review process

Tips for introducing the concepts

Overview

In this class, we introduce the process of conducting a literature review. We try to simplify the process and make it easier to understand. We first start by providing a clear description of what it means to review the literature. The purpose and objectives of undergoing the task are explored. We also provide an elaborate examination of the literature review process and how you can structure your literature review. In addition, we explore the systematic literature review that has been advocated as an alternative to the traditional narrative review. Finally,

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we examine the role of referencing the work of others which is an important academic convention in structuring a literature review.

A tip to help kick off the class

We suggest starting this topic with an open discussion with students. You could begin by asking students to define a literature review in their own words. In our experience, students tend to offer a very basic definition of a literature review as a survey of books, scholarly articles and any other sources. You could then get students to think beyond such a mundane definition by considering the entire process of reviewing literature.

You also get the students to think about the purpose of conducting a literature review. Get them to think hard about why conducting a literature review is important. This can be done in groups and the answers provided in class.

A general teaching tip

After covering the main concepts in Chapter 3, we often run a group exercise that is both stimulating and challenging. This exercise requires minimal preparation and minimal instruction. You will get the group to reflect on the two questions.

1. Discuss how you would conduct your systematic literature review using the three-stage process discussed namely, organizing your review, carrying out the review and reporting the review.
2. Think about the research topic that you would like to undertake and formulate an effective search strategy to retrieve the relevant literature.

After they have completed this task as a group, you can give them the opportunity to write a critical review on a research topic employing the literature process discussed in this chapter.

Further resources

An article published by Harrison and colleagues in *Journal of Small Business and Enterprise Development* provides a good structure that we propose for your literature review. The length

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of your literature review depends on your level, dissertation and audience. However, some parts of their review are fundamental in the literature review.

Harrison, C., Burnard, K., & Paul, S. (2018). Entrepreneurial leadership in a developing economy: a skill-based analysis. *Journal of Small Business and Enterprise Development, 25*(3), 521–548. https://doi.org/10.1108/JSBED-05-2017-0160

Suggested readings for understanding how to conduct a systematic literature review are found below; please read them.

Clark, C., Harrison, C., & Gibb, S. (2019). Developing a conceptual framework of entrepreneurial leadership: A systematic literature review and thematic analysis. *International Review of Entrepreneurship, 17*(3), 347–384. https://www.senatehall.com/entrepreneurship?article=639

Harrison, C., Paul, S., & Burnard, K. (2016). Entrepreneurial leadership: A systematic literature review. *International Review of Entrepreneurship, 14*(2), 235–264. https://www.senatehall.com/entrepreneurship?article=544

Sawyerr, E., & Harrison, C. (2019). Developing resilient supply chains: Lessons from high-reliability organisations. *Supply Chain Management: An International Journal, 25*(1), 77–100. https://doi.org/10.1108/SCM-09-2018-0329

Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence–informed management knowledge by means of systematic review. *British Journal of Management*, *14*(3), 207–222.

Chapter 4: Research philosophical perspectives and approaches

Tips for introducing the concepts

Overview

Begin the teaching guide by providing a clear overview of the chapter content. This sets the stage for what students can expect to learn and why it's important. It will be very important

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to differentiate the various types of philosophies, underscoring the definition of research philosophy itself. This should then be followed by explaining some of the fundamental aspects of research philosophical perspectives and approaches to reasoning. We do recommend exploring the various lenses through which researchers view the world and how these perspectives shape the design, conduct and interpretation of research. We believe that explaining and understanding these philosophical foundations is crucial as they underpin the choices students make in their studies and influence the knowledge they generate. By the end of this class, students should have a solid grasp of the key philosophical perspectives and how they relate to research methodologies.

A tip to help kick off the class

This section offers a practical suggestion for initiating the class discussion and engaging students right from the start. For workshops, you can commence with an intriguing thought experiment or a historical anecdote related to research philosophical perspectives. For example, you could present students with a scenario where two researchers with different philosophical perspectives approach the same research question. This can pique their interest and set the stage for exploring the impact of philosophical perspectives on research.

General teaching tips

Encourage lively discussions and debates about the philosophical perspectives discussed in the chapter. Use open-ended questions to stimulate critical thinking and encourage students to articulate their viewpoints. Incorporate real-world examples of research studies that align with specific philosophical perspectives. This helps students connect theory to practice. Encourage students to compare and contrast different philosophical perspectives and their implications for research. This fosters a deeper understanding of the topic. Design activities that allow students to experience the impact of different philosophical perspectives. For instance, they could design research questions from the standpoint of various philosophical paradigms.

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If possible, invite guest speakers who are experts in specific philosophical perspectives or who have applied these perspectives in their research. Their insights can provide valuable real-world context.

Discussion questions and answers

The below discussion questions and suggested answers will help guide class discussions and reinforce key concepts.

Questions	**Answers**
Question 1: What are the main philosophical perspectives commonly employed in research, and how do they differ?	The main philosophical perspectives include positivism, interpretivism and critical theory. Positivism seeks to discover objective, empirical truths through scientific methods. Interpretivism emphasizes understanding and interpreting human experiences, while critical theory explores societal power dynamics and seeks social change.
Question 2: How does one's choice of philosophical perspective influence the research design and methods they select?	The choice of philosophical perspective shapes the research questions, data collection methods, data analysis techniques and even the interpretation of findings. For instance, a positivist might use quantitative surveys, while an interpretivist might employ qualitative interviews.
Question 3: Can researchers use a combination of philosophical perspectives in a single study? Provide an example.	Yes, researchers can use a mixed-methods approach, combining both quantitative and qualitative methods. For example, a study on healthcare quality might use a positivist

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	survey to collect quantitative data on patient satisfaction and follow up with qualitative interviews (interpretivist perspective) to gain deeper insights into patient experiences.
Question 4: How might ethical considerations be influenced by one's chosen philosophical perspective in research?	Ethical considerations can vary based on philosophical perspectives. For instance, a positivist perspective may prioritize anonymity and objectivity, while an interpretivist perspective may emphasize informed consent and the respect for participants' subjectivity and context.
Question 5: In what ways can understanding philosophical perspectives benefit researchers in their academic and professional pursuits?	Understanding philosophical perspectives can enhance a researcher's ability to critically evaluate existing literature, design rigorous studies and communicate their findings effectively. It also allows them to align their research approach with their research questions and objectives, ultimately improving the quality of their research.

Students may also find the following study useful:

Title: 'We Don't Deal with Courts': Cooperation and Alternative Institutions Shaping Exporting Relationships of Small and Medium-sized Enterprises in Ghana'. In their study of small and medium-sized enterprises (SMEs) in Ghana, Amoako and Lyon

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