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Subject: BRM

Q1. A) What is the purpose of conducting Quantitative research?

The purpose of most research is to generate information and build understanding about the social world. Quantitative research is used by social scientists, including communications researchers, to detect events or events that affect people. Using scientific research, most of the research relies on data seen or measured to examine questions about a population sample. The results of the quantitative study clarify the meaning of what may be important, or impactful, for some people. Quantitative research also provides answers to questions about the frequency of an item, or the extent to which the item affects the sample.

Q1. B) Discuss some strengths and weaknesses of Quantitative research.

Strengths

➢ Provides assistance in the development of mathematical sound.
➢ Quantitative data provides a macro overview of all required data and large samples for comparison.
➢ Large sample sizes allow the conclusion to be made broadly.
➢ Testing of multiple data sets can be done at the same time and at a faster and more accurate speed.
➢ This method is called good when there is a need for systematic and quantitative comparisons.
➢ The use of hand gestures can be automated completely which can save you time.

Weaknesses

➢ Wrong representation of the target population.
➢ Failure to control the environment.
➢ Limited results in many studies.
➢ It is expensive and time-consuming.
➢ Difficulty in data analysis.

Q2. What is Reliability? Discuss inter-item reliability. Support your answer with at least two examples.

Reliability refers to how a system works with a particular measurement. If the same result can be obtained consistently using the same methods under the same conditions, the estimation is considered reliable. You measure the temperature of a liquid sample several times under the same conditions.

Internal reliability is important for measurements involving more than one item. Internal reliability refers to the degree of consistency between multiple items measuring the same composition. When researchers combine participants' responses to obtain a single score, they should make sure that all items measure the same construct. To check that items are numerically correlated, the total number of items can be calculated by each combination of items. This is the relation between an object and everything else that is embedded. Each item in the rating item must match the remaining items. A total correlation of a value of .30 or more for each item is considered adequate.

For Example:

1. If a person weighs weight during a particular day he or she can expect to see similar readings. Weights that are different in weight each time may be less useful.
2. If two researchers see the 'aggressive behavior' of children in kindergarten, both will have their own perspective on what kind of anger it is. In this case, they may be recording similarly aggressive behavior and the data are unreliable.

Q3. Discuss validity. Differentiate between construct validity and face validity.

Validity refers to how accurately the measurement accurately measures what is intended to measure. If research has high performance, which means it produces results that are consistent with real properties, characteristics, and differences in the physical or social world.

Face validity, also called logical validity, is an easy way to verify where you are using a high and sloppy test that your subject or test measures what it should measure. You can think of it as "face value", where you simply level it up to create an impression. It is the easiest way to agree to use in research. However, it does not involve much (if any at all) in the form of objective measurements. Therefore, it is often criticized as a weak form of resilience.

Construct validity is used to determine how well the test measures what it should measure. In other words, are tests designed in such a way that they successfully test what they call a test? The validity of the construct is usually verified by comparing a test with other tests that measure the same attributes to see how well the two measures are combined. For example, one way to demonstrate the construct validity of cognitive comprehension is to link the results of tests to those obtained from other widely accepted methods of psychology.

Q4. A) What is Referencing?

Renaming can be defined as giving credit, by pointing to, the source of information used in his work. Research is the basis of what other people have done so aligning helps to link your work to past work.

Q4. B) Why is it important to reference the research work?

It is important to name the sources you used in your research for a number of reasons:

➢ To show your reader that you have done the right research by listing the sources you used to get your information.
➢ To become an effective scholar by giving credit to other researchers and acknowledging their ideas.
➢ Avoiding lying by quoting words and ideas used by other writers.
➢ Allowing your reader to track the sources you have used by accurately pointing them to your paper in the form of a footnote, bibliography or reference list.

Q4. C) Lay down the steps of referencing.

➢ Step 1: Choose Your Citation Style.
➢ Step 2: Create In-Text Citations.
➢ Step 3: Determine the Kind of Source.
➢ Step 4: Study Your Style's Rules for Bibliographic Citations.
➢ Step 5: Identify Citation Elements.
➢ Step 6:Repeat the steps for creating an in-text citation and a bibliographic citation for each of your sources.

Q5. A) Discuss Positivism in detail.

Positivism is a term used to describe a method of social learning that relies directly on scientific evidence, such as math and mathematics, to convey the true nature of how society works. The term originated in the 19th century, when Auguste Comte described his ideas in his books The Course in Positive Philosophy and A General View of Positivism.

First and foremost, Comte was keen to develop theories that could be tested with the ultimate goal of improving our world as long as these ideas were put right. He longed to find the laws of nature that apply to society. He viewed natural science, such as biology and physics, as a necessary step in the development of the social sciences. Since gravity is a reality of every place we come across in the world, Comte believed that social scientists could uncover the same laws that apply to people's lives.

Two influential figures included Comte, who coined the term 'positivism,' and Emile Durkheim, who developed the social behavior education program. These early thinkers laid the foundation for the social sciences to develop what they believed would have a unique place within science. This new field will be different and have its own list of scientific facts. Comte hoped that the social sciences would be more 'queen science' than other natural sciences before.

Q5. B) What are the assumptions wrt positivism given by Conen et al?

- ➢ "positivist science provides us with the clearest possible ideal knowledge"
- ➢ "ideal knowledge"
- ➢ "understand, explain, and demystify social reality through the eyes of different participants"
- ➢ "the emancipation of individuals and groups in an egalitarian society"
- ➢ "What counts as worthwhile knowledge is determined by the social and positional power of the advocates of that knowledge"
- ➢ "particular illegitimate, dominatory and repressive factors, illegitimate in the sense that they do not operate in general interest- one person's or group's freedom and power is bought at the price of another's freedom and power"