

Final Term Assignment (Spring 2020)

Program: MBA-90

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Q1. A questionnaire is a tool used to collect quantitative data. In your opinion state and explain some valid points or scenarios where you feel that a questionnaire may be inappropriate or unreliable?

Answer: Some valid points or scenarios due to which i feel that a questionnaire may be inappropriate or unreliable. Each point is mention below with detail & examples.

1. Avoid Ethical Issues

When conducting research, one must be mindful of ethical and data protection issues. Ethical guidelines seek to work towards protecting the individuals, communities and environments involved in the studies against any form of harm, manipulation or malpractice.

The researcher must ensure that the information provided by the respondent is kept confidential, e.g., name, address, etc.

This means questionnaires are good for researching sensitive topics as respondents will be more honest when they cannot be identified. Keeping the questionnaire confidential should also reduce the likelihood of any psychological harm, such as embarrassment.

Participants must provide informed consent prior to completing the questionnaire, and must be aware that they have the right to withdraw their information at any time during the survey/ study.

2. Don't write Leading Questions

Questions should never be worded in a way that'll sway the reader to one side of the argument. Usually you can tell a question is leading if it includes non-neutral wording.

Example:

Bad Question: How short was Napoleon?

The word "short" immediately brings images to the mind of the respondent. If the question is rewritten to be neutral-sounding, it can eliminate the leading bias.

Good Question: How would you describe Napoleon's height?

Leading questions can also be the cause of unnecessary additions to the question.

Bad Question: Should concerned parents use infant car seats?

The term "concerned parents" leads the respondent away from the topic at hand. Instead, stay focused by only including what is needed in the question.

Good Question: Do you think special car seats should be required for infant passengers?

3. Avoid Loaded Questions

Loaded questions are questions written in a way that forces the respondent into an answer that doesn't accurately reflect his or her opinion or situation. This key questionnaire mistake will throw off your questioner/ survey respondents and is one of the leading contributors to respondents abandoning questionnaire.

Example:

Bad Question: Where do you enjoy drinking beer?

By answering this question, the respondent is announcing that they drink beer. However, many people dislike beer or will not drink alcohol and therefore can't answer the question truthfully.

Usually, loaded questions are best avoided by pre-testing your questionnaire to make sure every respondent has a way to answer honestly.

In the case of the example above, you may choose to ask a preliminary question on whether the respondent drinks beer and use skip logic to let people who don't drink beer pass over the questions that don't apply to them.

4. Stay away from Double-Barreled questions

Double-Barreled question is one of the most common questionnaire mistakes. And it's when you force respondents to answer two questions at once. It's also a great way to ruin your survey results.

Questionnaire questions should always be written in a way that only one thing is being measured. If a single question has two subjects, it's impossible to tell how the respondent is weighing the different elements involved.

Example:

Bad Question: How satisfied or dissatisfied are you with the pay and work benefits of your current job?

In the case of the example above, it makes sense to break the question into two; satisfaction with pay and satisfaction with work benefits. Otherwise, some of your respondents will be answering the question while giving more weight to pay, and others will answer giving more weight to work benefits.

Good Questions: How satisfied or dissatisfied are you with the pay of your current job? How satisfied or dissatisfied are you with the work benefits of your current job?

It's also easy to double-barrel a question by giving more than one group for the respondent to consider.

Bad Question: How useful will this textbook be for students and young professionals in the field?

Now the respondent is forced to give a single answer for both parties. Instead break the question into two; one measuring usefulness for students and one measuring usefulness for professionals.

Good Questions: How useful will this textbook be for students? How useful will this textbook be for young professionals in the field?

5. Absolutely do not use absolutes in questions

Absolutes in questions force respondents into a corner where they can't give useful feedback. These questions usually have the options Yes/No and include wording such as "always," "all," "every," "ever," etc.

Example:

Bad Question: Do you always eat breakfast? (Yes/No)

Read literally, the example above would force almost any respondent to answer "No." Even then, there would be some respondents who would interpret the question as asking whether they always eat a full breakfast when they have a chance.

The inflexibility of absolutes makes questions too rigid to be used in a survey. Instead, the question should have a variety of options that people will feel more comfortable choosing from.

Good Question: How many days a week do you usually eat breakfast? (Every day/ 5-6 days/ 3-4 days/ 1-2 days/ I usually don't eat breakfast)

6. Be clear by speaking your respondent's language

Regardless of who's taking your survey, use clear, concise, and uncomplicated language while trying to avoid acronyms, technical terms or jargon that may be confuse your respondents. And make sure to provide definitions or examples if you need to include tricky terms or concepts. That way, you can be certain that almost anybody can answer your questions easily, and that they'll be more inclined to complete your survey.

Example:

Bad Question: Do you own a tablet PC?

Good Question: Do you own a tablet PC? (E.g. iPad, Android tablet)

Bad Question: What was the state of the cleanliness of the room?

Good Question: How clean was the room?

Generally, should strive to write questions using language that is easily understood. Certain sample groups, however, may have a knowledge base that can make the use of more difficult terms and ideas a viable option.

Ask yourself if your respondents have a deep understanding of certain events, terms, and issues dealt with in the Questionnaire. The more you can focus on writing good questions, as opposed to explaining things in common terms, the better.

For example, if you're surveying patients in a hospital, you'll want to avoid using medical jargon. However, if your survey sample is made up of doctors, it makes sense to ask more specialized questions and use higher level medical vocabulary.

By avoiding these above common Questionnaire -writing mistakes, your survey should run like a well-oiled machine, your data will be more accurate, and your respondents will exit your survey feeling great because they've shared honest and accurate feedback.

Q2 (Part-A). In your opinion explain how important it is to critically review a literature before conducting a research?

Answer: A critical review is the summarization and evaluation of the ideas and information in an article. It expresses the writer's (your) point of view in the light of what you already know on the subject and what is acquired from related texts. Reviewing critically means thinking carefully and clearly and taking into consideration both the strengths and weaknesses in the material under review.

Two skills to employ when asked to write a review:

Seeking information: Scanning the literature efficiently to become well-informed on the subject.

Reviewing effectively: Questioning the information in the text and presenting an evaluation, or judgments, of it.

Efficient reviewing, or evaluating, requires an awareness of the gist (central idea), the purpose and the intended audience of the text. The text is looked at from a variety of perspectives (from related sources) and evaluated in relation to the theories, approaches and frameworks of the expected task. This evaluation involves analyzing the content and concepts of the text, separating them into their main components, and then understanding how these interrelate, connect and influence each other.

Some questions to ask when starting to write a critical review:

- What is the main area under review discussion?
- Where does the writer's data and evidence come from?
- What are the main issues raised by the writer?
- What are the major interpretations made by the author in terms of the issues raised?
- Is the text balanced? Fair? Biased?
- How well does all this relate to other literature on the topic? Your own experience?
- How can you summarize all of the above points?

THE CONTENT OF A CRITICAL REVIEW

A critical review is generally one to four pages in length and has a structure similar to the one given here.

INTRODUCTION

Starts with opening sentences that state the writer, the title and give a brief explanation of the topic of the text. The aim of the text and a summary of the main findings or key argument are presented. At the end of the introduction, a brief statement of the evaluation of the text is given.

SUMMARY

Gives a summary of the main points of the article and a few examples. A brief explanation of the writer's purpose and the organization of the text can also be added. This section of the critical review should be no longer than one third of the whole.

MAIN BODY (CRITIQUE)

Discusses and evaluates the strengths, weaknesses and important features of the text. The discussion should be based on specific criteria and include other sources to support it (with references).

This is the most important section of your essay. Remember, you're not writing about whether you agree with the author or not; rather, it's your job to decide how effective the author's argument is. Here are some criteria that can use to decide:

- i. Is the writing clear? Does the author's writing style make his or her argument clear, or does it create unnecessary confusion?
- ii. How strong is the author's argument? Do the author's main points back up the argument effectively? Is the argument logically organized?
- iii. Are there indications of bias? Does the author mention all sides of an issue, or does he or she leave out important counter-arguments? What do you know about the author? Is there anything in the author's background that might have caused bias?
- iv. What are the author's sources? Are they reliable? Does he or she use predominantly one type of source? Are the author's sources appropriate to his or her argument?
- v. Which aspects of the author's argument do you find most convincing? Least convincing?

For instance, if you feel the author's writing is unclear, explain why. You might give an example to demonstrate your point to the reader. If you feel the author's argument is not convincing, provide reasons for your evaluation.

CONCLUSION

Concludes the review with a restatement of the overall opinion of the text. It can also include recommendations and some further explanation of the judgments to show that it is fair and reasonable.

REFERENCES

A list of references should be included at the end if other sources have been used.

Q2 (Part-B). In your own words state any 5 mistakes a researcher makes while conducting a literature review?

Answer: Writing a literature review is a tedious process that requires full focus and concentration. To accomplish the task researchers need to have methodical approach since it involves many steps to meet all the necessary requirements. However, before begin, researchers need to work on their writing style and improve on it. This can be made possible through hard work and of course, guidance from the ones who have mastered the skill of writing formal literature reviews.

The reviews that are written for literature are often submitted for various reasons. It could be for a project, an assignment, academic papers, and thesis even. No matter what the purpose may be, the necessity to ensure that the content is error-free still prevails.

With a little guidance and focus, many of the mistakes can be avoided easily and that would make the literature review meet the writing standards.

Below are the five mistakes a researcher makes while conducting a literature review

1. Lack of research

Research is a very important part of any academic writing process and it is important for every researcher to ensure that they spend proper time to search for important sources and research dedicatedly because research helps in the creation and construction of the arguments of the literature review and keep the information within the assignments authentic. Largely because as a writer, researchers goal are always to deliver a clear idea about the topic. So before writing anything, researcher must make sure that research about the arguments that are planning to talk about.

Do not be in a rush to complete the task as soon as possible. Instead, researcher tries to collect sources of authentic information.

2. Giving personal opinions and using emotional phrases

Many of the times people confuse the purpose of formal literature reviews and they start using emotional phrases and personal opinions to give more authority to what they are writing. Remember, a literature review is based on the already existing work on the selected topic and research area that falls under you. There is no room for emotional phrases. So, avoid subjectivity and irrelevant content in the body. Also, personal opinions cannot be used as the purpose is to write an unbiased review of the already existing literature work on researcher area of research. So all researchers need to do is to use an objective approach instead of a subjective approach and stay as factual as they can when stating opinions.

3. Plagiarism issues and unjustified claims

Plagiarism is something everyone is usually aware of when writing a literature review. There are proper rules and regulations for plagiarism in every aspect of writing whether it be an academic paper or an assignment. There are so many forms of plagiarism in writing but the most common ones that researcher need to avoid are "Unjustified Claims" and "Improper and incomplete references".

Unjustified claims are one of the major yet common mistakes that are usually observed. Researchers must give proper reference to every piece of information and put in the literature review and for every claim, there

should be a complete reference or otherwise, it would be considered as an unjustified claim and plagiarism. Using Author's full name and URLs in text

Sometimes researchers put the Authors complete name and long URLs of the web pages as a reference in the text without taking care of the referencing style they are required to follow in their literature review. Researcher have to put the complete reference with Author's name in the "References" section at the end of the paper and also put the URLs there instead of using that in texts.

4. Narrowly focused literature review

To answer the questions of research area, a formal literature review should be sufficiently narrowed down to the focused topic. Many researchers make that mistake of writing the literature review ideas in general categories which is usually too general to be directly related to the area of research which is most relevant to their research question(s). It would be better if researcher narrow down his topic to focus on the literature which is most relevant to the research questions of his study.

5. Using non-scholarly sources and citing only "supportive" sources

This is another common mistake many researchers make in their literature review study which involves the use of non-scholarly and professional opinion articles instead of focusing on the more authoritative and credible scholarly sources. There is no scope for shortcuts in the long run, so it would be better that if researcher read the authoritative and proper scholarly sources that will surely make his write-ups and paper more appropriate and compelling to read.

Q3. Explain the purpose of a research proposal? How important it is to develop a good research proposal?

Answer:

Purpose of a research proposal

The main purpose of a research proposal is to convince the reader of the value of your project and your competence. You will have to prove that you have a plan for your work and that your project will be successful.

A research proposal is a concise and coherent summary of your proposed research. Your research proposal should set out the central issues or questions that you intend to address. It should outline the general area of study within which your research falls, referring to the current state of knowledge and any recent debates on the topic, as well as demonstrate the originality of your proposed research.

The proposal also gives you an opportunity to show that you have the aptitude for postgraduate level research by demonstrating that you have the ability to communicate complex ideas clearly, concisely and critically.

In addition, the proposal also helps us to match your research interest with an appropriate supervisor. The proposal is a key part of your application, on which potential supervisors will decide if your research is something they can support.

The importance of Developing Good Research Proposal:

The good research proposal is your chance to explain the significance of your project to organizations that might wish to fund or otherwise support it. Ideally, it will demonstrate the quality and importance of your project as well as your ability to conduct the proposed research. The proposal also gives you the opportunity to think through your research project, to refine your focus, and to predict any challenges that may arise. It may be helpful to consult your proposal at various stages in your research process to remind yourself of your focus and to chart how your project has progressed.

Components for Developing a Good Research Proposal

- **Title page:** Give your project a working title, which may or may not change.
- **Statement of Purpose:** Explain what you hope your research will find or show. State your research question or a series of research questions that you hope to answer.
- **Background:** Explain your interest in an experience with this topic. Describe any previous research you have conducted on this or related topics, any classes you have taken on this or related topics or any reading you have done in the field. If you have personal experience that has led to you want to do more research, describe that here.
- **Significance:** Explain why this topic is worth considering or why this question or series of questions is worth answering. What do you hope to learn from it? How or what will you contribute to the field of knowledge that exists on this topic? What new perspective will you

bring? What use might your final paper be for others in the field or in the general public? With whom might you share your findings once the project is complete?

- **Methodology:** Describe the kind of research you will conduct this project (library research, internet research, interviews, observations, ethnographies, etc.). Explain how you will conduct your research in as much detail as possible. If you will consult other sources (such as a statistician, an ethnographer, or a librarian) explain what role they will serve and how you hope they will enhance your development of an appropriate methodology for this project. Discuss the kinds of sources you hope to consult and the methods you will use to extract and process the information you gather in as much detail as possible. Once the project is underway, you might find you need to revise your methodology or adopt new methods of gathering and processing data.
- **Problems:** Describe problems you expect to encounter and how you hope to solve them. For example, texts might be unavailable, necessitating travel to other libraries or use of inter-library loan facilities; the time frame may limit the amount of research or the quality or specificity of research you are able to do; people you had hoped to interview might be unavailable or unwilling to participate. Try to anticipate every major problem and make contingency plans so that the project doesn't become derailed.
- **Bibliography:** Make a list of texts you plan to consult. You may modify this list as you conduct your research.