**SUBJECT PPAPER:**

**Research Philosophy**

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***Q# No.01 Answer:***

**Explanation of Ontology and epistemology:**

Ontology and [epistemology](https://research-methodology.net/research-philosophy/epistomology/constructivism/) are two different ways of viewing a [research philosophy](https://research-methodology.net/research-philosophy/). Ontology deals with what kinds of things exist. Epistemology deals with what we can know and how we can know it (the means and conditions for knowledge), including how we can know what exists. The two are interconnected, since how we can know depends on the nature of the objects of knowledge, and determining what exists and its nature depends on how we can know.

Our ontology of the world might include physical objects, minds, events, properties, values, and abstract entities such as numbers and sets. Or some of these might be reduced to others. (e.g. a nominalist ontology might say there are no numbers, only symbols or inkmarks; a physicalist might say there are no minds only brains).

Epistemology might claim that some or all of these are means to knowledge: perception, sensation, intuition, reason (deduction, induction, and abduction) even faith as some religious believers claim. Epistemology might also attempt to define what it is to know: e.g. to improve on the traditional view of knowledge as "justified true belief".

**Ontology Example:**

An example of ontology is when a physicist establishes different categories to divide existing things into in order to better understand those things and how they fit together in the broader world.

**Epsitomology Example:**

There are three main examples or conditions of epistemology: truth, belief and justification. First of all, truth occurs when false propositions cannot be discerned. A lie cannot be truth because it is not factual and false.

***Q# No.02 Answer:***

# **Discourse analysis:**

The word discourse comes from the Latin word discourses*,* which means “running to and fro.” The definition of discourse thus comes from this physical act of transferring information “to and fro,” the way a runner might.

Discourse is any written or spoken communication. Discourse can also be described as the expression of thought through language. While discourse can refer to the smallest act of communication, the analysis can be quite complex. Several scholars in many different disciplines have theorized about the different types and functions of discourse.

**Discourse Analysis importance:**

Conducting discourse analysis means examining how language functions and how meaning is created in different social contexts. It can be applied to any instance of written or oral language, as well as non-verbal aspects of communication such as tone and gestures.

## Types of Discourse Analysis:

While every act of communication can count as an example of discourse, some scholars have broken discourse down into four primary types: [argument](http://www.literarydevices.com/argument/), narration, description, and [exposition](http://www.literarydevices.com/exposition/). Many acts of communicate include more than one of these types in quick succession.

* **Argument:** A form of communication meant to convince an audience that the writer or speaker is correct, using [evidence](http://www.literarydevices.com/evidence/) and reason.
* **Narration:** This form of communication tells a story, often with emotion and empathy involved.
* **Description:** A form of communication that relies on the five senses to help the audience visualize something.
* **Exposition:** Exposition is used to inform the audience of something with relatively neutral language, i.e., it’s not meant to persuade or evoke emotion.

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***Q# No.03 Answer:***

**Research Onion:**

The Saunders [Research](https://thesismind.com/types-of-research-methods-or-methodology/) onion illustrates the stages involved in the development of a research work and was developed by Saunders et al, (2007). In other words, the onion layers give a more detailed description of the stages of a research process. It provides an effective progression through which a research methodology can be designed. Its usefulness lies in its adaptability for almost any type of research methodology and can be used in a variety of contexts (Bryman, 2012). Saunders et al (2012) noted that while using research onion one has to go from the outer layer to the inner layer. When viewed from the outside, each layer of the onion describes a more detailed stage of the research process (Saunders et al., 2007). Saunders et al sees research process as unwrapping of an onion layer by layer, for the inner layer to be seen the outer layer must be unwrapped first. For a goal to be achieved the right steps must be taken accordingly, this applies in research, cover one step first before proceeding to another.

**The research onion consists of six main layers, which can be explained as**:

### Philosophy:

It refers to the set of principles concerning the worldview or stance from which the research is conducted. It is usually studied in terms of ontology and epistemology. Here, ontology refers to the authenticity of the information and how one understands its existence, whereas epistemology refers to the valid information required for the research and how one can obtain it. Philosophical positions used in academic studies are often divided into positivism and interpretivism, where positivism assumes that knowledge is independent of the subject being studied, and interpretivism claims that individual observers have their own perception and understanding of reality. Hence positivist studies are often more scientific and result in testing phenomena, whereas interpretivist studies are often qualitative in nature.

### Approach:

Once the student has chosen the appropriate methodology, the research onion suggests that an appropriate research must be picked. The deductive approach starts with a specific hypothesis development based on the literature review that has been observed by the researcher, and gradually tries to test this hypothesis and check if it holds in particular contexts. In contrast, the inductive approach starts with observations that the researcher uses to create a new theory.

### Strategy:

After this, the student is expected to devise the strategy of the study. The research onion suggests that strategies can include action research, experimental research, interviews, surveys, case study research or a systematic literature review. The strategy is chosen based on the data required for the research and the purpose of the study.

### Choices of Methods:

The research onion suggests mono-method, mixed method and multi-method as possible choices for conducting research. The mono-method comprises only one method for the study. The mixed method is based on the use of two or more methods of research and commonly refers to the use of qualitative and quantitative methodology. Finally, the multi-method uses a wider selection of methods.

### Time Horizons:

It refers to the time frame of the research. Generally, observations can be of two types based on time horizons, namely cross-sectional and longitudinal. The cross-sectional data is used when all observations are for a single point of time such as in most surveys. Longitudinal data, in contrast, implies the observations for a particular variable that are available for several years, quarters, months or days.

### Data Collection and Analysis:

This is the final layer of the research onion and consists of the techniques and procedures used. It is used to clearly explain the ways and purposes of the research conducted. At this stage, the student is expected to choose between the primary and secondary data and between qualitative and quantitative data collected from different sources. Data is considered the central piece in the research onion framework.

***Q# No.04 Answer:***

**Pragmatism:**

 It refers to a philosophical movement that includes those who claim that an ideology or proposition is true if it works satisfactorily, that the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected.

**Example:** Pragmatists are interested in partial truths, often known as grey areas, as these have useful applications. For example, if a boxer knows that an opponent is somewhat weak at defending his left side, this may be useful knowledge that isn't at all certain or concrete.

**Constructivism:**

  It refers to the theory that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge.

**Example:** An elementary school teacher presents a class problem to measure the length of the "Mayflower." Rather than starting the problem by introducing the ruler, the teacher allows students to reflect and to construct their own methods of measurement.

**Difference Between Pragmatism & Constructivism:**

Constructivism is a theory of knowledge acquisition based on the learner's interactive experience with the physical world. Constructivism is associated with articulating clear antecedent instructional objectives and alignment of students' exploratory tasks. Pragmatism is a type of constructivism that often lacks presuppositions of the knowledge to be achieved. In contrast to instructional objectives, pragmatists advocate expressive outcomes that recognize and encourage students' ability to reconfigure problems in order to move inquiry in unanticipated directions. Furthermore, pragmatism does not seek to replicate the present or the past. Instead, it hopes to create a new, unanticipated, and more inclusive social future. This approach fits contemporary philosophies of new materialisms that emphasize limits to human understanding and the agency of indeterminate nonhuman factors that interact with human intentions to shape a world that may be navigated with qualitative reasoning but that ultimately lies outside of quantification and control.

Both constructivism and pragmatism value authentic assessment. However, constructivism tends to value student convergence toward a standard, whereas pragmatism tends to value the ability of students to innovate and reinvent problems.

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