



Republic of the Philippines  
**Department of Education**  
REGION III  
**SCHOOLS DIVISION OFFICE OF NUEVA ECija**

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**LEARNING ACTIVITY SHEET  
SPECIAL PROGRAM IN ICT 10  
INFORMATION SYSTEM AND RESEARCH 10**

*First Quarter, Week 7*

Name of Learner: \_\_\_\_\_

Grade Level /Section: \_\_\_\_\_ Date: \_\_\_\_\_

## **Quantitative VS Qualitative Research**

### **BACKGROUND INFORMATION**

#### **Quantitative Research**

Quantitative research aims to generalize the occurrence of a phenomenon by systematically evaluating information through summarizing of data into meaningful information or drawing conclusions from sample data into meaningful information about the objects being studied usually in the forms of numbers.

#### **Qualitative Research**

Qualitative research is an inquiry based on information derived from understanding of the behaviour of people and institutions, their values, rituals, symbols, beliefs, emotions presented in the form of words directly obtained from the person studied

### **COMPARISON BETWEEN QUALITATIVE AND QUANTITATIVE RESEARCH**

| QUALITATIVE RESEARCH   | QUANTITATIVE RESEARCH   |
|--|---|
| The aim is complete detailed description of the topic.                             | The aim is an accurate, reliable explanation by counting and classifying features and constructing statistical models and figures to explain what is observed |
| Exploratory type of research   | Conclusive type of research   |
| To uncover prevalent trends in thought and opinion                                 | To measure the incidence of various views and opinions in a chosen sample   |
| Used when the researcher has no or very little idea of what he/she is looking for. | Used when the researcher knows clearly in advance what he/she is looking for.   |

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|--|--|
| Used during earlier phases of research projects to provide insights into the setting of the problem, generating ideas and/ or hypotheses for later quantitative research.  | Sometimes followed by qualitative research which is used during latter phases of research projects for further explorations                        |
| The design starts out quite loose and emerges as the study unfolds   | All aspects of the study are carefully designed before data are collected.   |
| Researcher is the data gathering instrument.   |  |
| Data-gathering strategies include individual in-depth interviews, structured and non-structured interviews, focus groups narratives, content or documentary analysis, participant observation and archival research.         | Researches uses tools, such as questionnaires, surveys, measurements, tests, rating scale and other tools to collect measurable or numerical data. |
| Data are in the form of words, images or objects.  | Data are in the form of numbers, statistics and measurements.  |
| Non-statistical  | Statistical data is usually in the form of tabulations (tabs). Findings are conclusive and usually descriptive in nature                           |
| Qualitative data is more “rich” time consuming and less able to be generalized   | Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail   |
| Results may be influenced by the researcher.   | Objective  |
| Seeks precise measurement and analysis of the target concepts.   |  |
| Usually a small number of non- representative cases. Respondents are selected to fulfil a given quota.   | Usually a large number of cases representing the population of interest. Randomly selected respondents.  |
| Exploratory and/or investigative.<br>Findings are not conclusive and cannot be used to make generalization about the population of interest.<br>Develop an initial understanding and sound base for further decision making. | Used to recommend a final course of action.  |

## LEARNING COMPETENCY

Differentiate Quantitative and Qualitative Research

## ACTIVITIES

### ACTIVITY 1

**Directions:** Distinguish what Research Design is characterized by the following statements. Write QN for Quantitative Research and QL for Qualitative Research on the space provided.

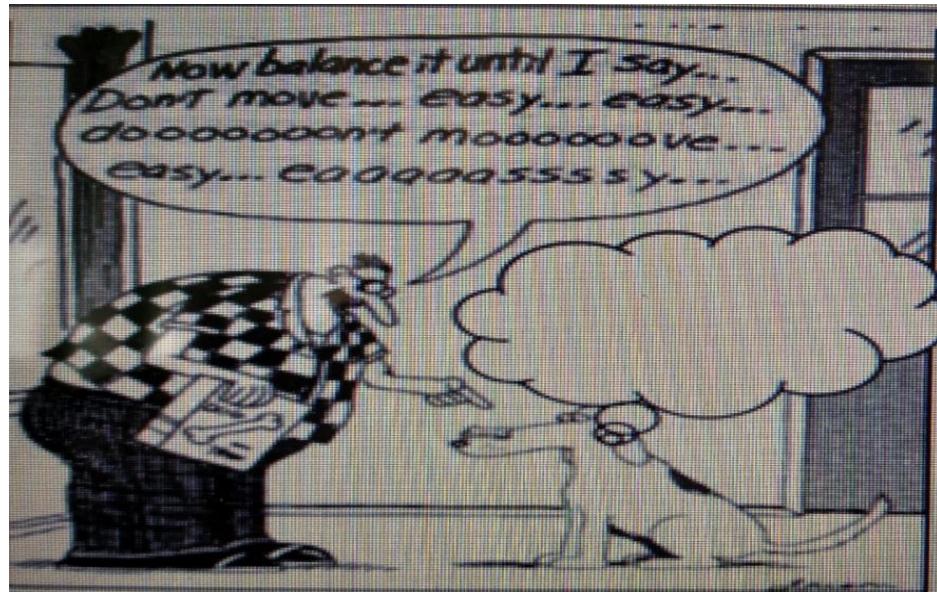
\_\_\_\_\_ 1. The design starts out quite loose and emerges as the study unfolds

\_\_\_\_\_ 2. Usually represent a large number of cases representing the population of interest

- \_\_\_\_\_ 3. It is a conclusive type of research.
- \_\_\_\_\_ 4. It is an exploratory type of research.
- \_\_\_\_\_ 5. All aspects of the study are carefully designed before data is collected.
- \_\_\_\_\_ 6. The aim is a complete detailed description of the topic.
- \_\_\_\_\_ 7. Develop an initial understanding and sound base for further decision making.
- \_\_\_\_\_ 8. Data is in the form of words, images or objects.
- \_\_\_\_\_ 9. The aim is an accurate, reliable explanation by counting and classifying features and constructing statistical models and figures to explain what is observed.
- \_\_\_\_\_ 10. Data is more “rich”, time consuming and less able to be generalized.
- \_\_\_\_\_ 11. It is used to recommend a final course of action.
- \_\_\_\_\_ 12. Respondents are selected to fulfil a given quota
- \_\_\_\_\_ 13. To gain understanding of underlying reasons and motivations.
- \_\_\_\_\_ 14. Results may be influenced by the researcher.
- \_\_\_\_\_ 15. To measure the incidence of various views and opinions in a chosen sample.

## ACTIVITY 2

**Directions:** Use the cartoon to answer the question below.



1. Make your own Quantitative observation

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2. Make your own Qualitative Observation

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#### REFLECTION:

How can you relate qualitative and quantitative in your life?

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#### REFERENCES:

Anacin et.al. (2018), Practical Research to Research/Capstone Project.pp.5-11

<https://middleschoolscience.com/2017/09/18/qualitative-vs-quantitative-worksheet/>

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Name of Writer

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13. QL  
12. QL  
11. QN  
10. QL  
9. QN  
8. QL  
7. QL  
6. QL  
5. QN  
4. QL  
3. QN  
2. QN  
1. QL

## **Assessment 2**

Identification:

1. Career-Focused
2. Patrons Care
3. Trend-Inspired
4. Consultation
5. Reluctant Groomers

Matching Type:

1. D
2. B
3. C
4. E
5. A