

PRACTICAL RESEARCH 1

Second Semester

Quarter 3 : Module 6

Characteristics, Strengths, Weaknesses and Kinds of Qualitative Research



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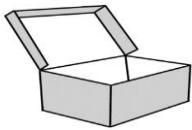
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What I Need to Know

Good day researchers! In this lesson, you are going to learn how to:

Describes characteristics, strengths, weaknesses, and kinds of qualitative research (CS_RS11-IIIb-1)

Moreover, in this lesson, you will learn concepts and do practice activities that will help you to do the following which are linked to our main lesson:

1. Identify the characteristics of qualitative research.
2. Point out the strengths and weaknesses of qualitative research.
3. Give details on the kinds of qualitative research.



What I Know

Before you proceed to the different activities inside the module, answer first the short **pre-assessment activity** below to find out what you know about the topic on the characteristics, strengths, weaknesses and kinds of qualitative research.

Pre-Assessment Activity

Directions: Answer the questions below to the best you can.

1. In your own knowledge, what is qualitative research?
2. How is qualitative research different from quantitative research?

**Lesson
1**

**Characteristics, Strengths,
Weaknesses, and Kinds of
Qualitative Research**



What's In

The last module that you studied tackled the lesson on the kinds of research across fields. It is with gladness to tell you that I am proud on the commendable ways that you do in studying your lessons and in doing your tasks.



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Congratulations, dear learner!

It is very important that you know well about qualitative research. But before we proceed, please do the task below as directed.

Directions:

In a paragraph or two containing at least 100 words, share the valuable information knowledge that you got on the kinds of research across fields.

Write your answer on a sheet of paper.

Good job, dear learner! With the way you study and do your tasks, I know that you will become successful researchers someday

In this module, you are going to learn about the kinds of qualitative research. And of course, with this are the discussions on its characteristics, strengths and weaknesses.

Are you ready to learn more my dear?



What's New

I know how interested you are to study the lessons in this module. But first, let me ask you first to do the task below.

The following are some characteristics of research. Put a check (/) mark on the blank space before each number if it is about qualitative research and an (x) mark if it is not.

- 1. It collects data at sight.
- 2. It makes the respondents distrust the researcher.
- 3. It relies on single data source.
- 4. It is a more communicative method.
- 5. It solves complex problems by breaking down into meaningful inferences.



What is It

Dear learner, as a Grade 11 researcher, you are to focus on qualitative research the reason you need to dig deeper into this kind of study. In this module, you will be studying more on the characteristics of qualitative research, including its strengths and weaknesses. Aside from these, you will be presented with some kinds of qualitative research in which at the end of the lessons, you are to describe these in your words and understanding.



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What is qualitative research?

The link.springer.com defines qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. Iterative process, as defined by businessterms.org, is a research and development method where the desired result is reached through repeated cycles of calculated trial and error. This is not a random process but is, in fact, systematic as each cycle follows a specific framework or guideline so that, accordingly, structural changes can be made with each cycle, making a gradual but steady improvement on the previous cycles leading to the success of the study.

According to snapsurveys.com, qualitative research is primarily exploratory and used to gain an understanding of underlying reasons, opinions, and motivations. It further said that this type of research is also used to uncover trends in thought and opinions, and dive deeper into the problem.

On its blog regarding the subject, simplypsychology.org says that this type of research is multimethod in focus and involves an interpretive, naturalistic approach to its subject matter, which, accordingly, means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

There are three key elements that define a qualitative research study according to library.spalding.edu, and these are the design, collection of data, and the analysis where it characterized each.

Characteristics of Qualitative Research

The Design

Naturalistic

- refers to studying real-world situations as they unfold naturally; nonmanipulative and noncontrolling;
- the researcher is open to whatever emerges [i.e., there is a lack of predetermined constraints on findings].

Emergent

- acceptance of adapting inquiry as understanding deepens and/or situations change;
- the researcher avoids rigid designs that eliminate responding to opportunities to pursue new paths of discovery as they emerge.



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Purposeful

cases for study [e.g., people, organizations, communities, cultures, events, critical incidences] are selected because they are “information rich” and illuminative. That is, they offer useful manifestations of the phenomenon of interest;

- sampling is aimed at insight about the phenomenon, not empirical generalization derived from a sample and applied to a population.

The Collection of Data

Data

- observations yield a detailed, "thick description" [in-depth understanding];
- interviews capture direct quotations about people's personal perspectives and lived experiences;
- often derived from carefully conducted case studies and review of material culture.

Personal experience and engagement

- researcher has direct contact with and gets close to the people, situation, and phenomenon under investigation;
- the researcher's personal experiences and insights are an important part of the inquiry and critical to understanding the phenomenon.

Empathic neutrality

- an empathic stance in working with study respondents seeks vicarious understanding without judgment [neutrality] by showing openness, sensitivity, respect, awareness, and responsiveness;
- in observation, it means being fully present [mindfulness].

Dynamic systems

- there is attention to process; assumes change is ongoing, whether the focus is on an individual, an organization, a community, or an entire culture, therefore, the researcher is mindful of and attentive to system and situational dynamics.

The Analysis

Unique case orientation

- assumes that each case is special and unique;



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- the first level of analysis is being true to, respecting, and capturing the details of the individual cases being studied;
- cross-case analysis follows from and depends upon the quality of individual case studies.

Inductive analysis

- immersion in the details and specifics of the data to discover important patterns, themes, and inter-relationships; begins by exploring, then confirming findings, guided by analytical principles rather than rules.

Holistic perspective

- the whole phenomenon under study is understood as a complex system that is more than the sum of its parts;
- the focus is on complex interdependencies and system dynamics that cannot be reduced in any meaningful way to linear, cause and effect relationships and/or a few discrete variables.

Context sensitive

- places findings in a social, historical, and temporal context; researcher is careful about [even dubious of] the possibility or meaningfulness of generalizations across time and space;
- emphasizes careful comparative case analyses and extrapolating patterns for possible transferability and adaptation in new settings.

Voice, perspective, and reflexivity

- the qualitative methodologist owns and is reflective about her or his own voice and perspective;
- a credible voice conveys authenticity and trustworthiness;
- complete objectivity being impossible and pure subjectivity undermining credibility, the researcher's focus reflects a balance between understanding and depicting the world authentically in all its complexity and of being self-analytical, politically aware, and reflexive in consciousness.

There you have it, dear learner! With the thorough presentation and discussion on the meaning and characteristics of qualitative research, I know that you have learned a lot and motivated you more to continue learning about this research method.

To add to your knowledge and understanding, let us now talk about the strengths and weaknesses of this method. And we all know, everything has its pros and cons, and qualitative research method is not an exemption.



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Strengths and Weaknesses of Qualitative Research

The following information are taken from *simplypsychology.org.*:

Limitations

Because of the time and costs involved, qualitative designs do not generally draw samples from large-scale data sets.

The problem of adequate validity or reliability is a major criticism. Because of the subjective nature of qualitative data and its origin in single contexts, it is difficult to apply conventional standards of reliability and validity.

For example, because of the central role played by the researcher in the generation of data, it is not possible to replicate qualitative studies. Also, contexts, situations, events, conditions, and interactions cannot be replicated to any extent nor can generalizations be made to a wider context than the one studied with any confidence.

The time required for data collection, analysis and interpretation are lengthy. Analysis of qualitative data is difficult and expert knowledge of an area is necessary to try to interpret qualitative data, and great care must be taken when doing so, for example, if looking for symptoms of mental illness.

Strengths

Because of close researcher involvement, the researcher gains an insider's view of the field. This allows the researcher to find issues that are often missed (such as subtleties and complexities) by the scientific, more positivistic inquiries.

Qualitative descriptions can play the important role of suggesting possible relationships, causes, effects and dynamic processes.

Qualitative analysis allows for ambiguities/contradictions in the data, which reflect social reality (Denscombe, 2010).

Qualitative research uses a descriptive, narrative style; this research might be of particular benefit to the practitioner as she or he could turn to qualitative reports in order to examine forms of knowledge that might otherwise be unavailable, thereby gaining new insight.

Kinds of Qualitative Research

Having learned the characteristics, strengths and weaknesses of qualitative research, let us now study some of its kinds for you to get a bird's eye view or a full understanding on this research method.

According to Kimberlee Leonard, in a blog published in bizfluent.com, qualitative research focuses on human behavior from a participant's point of view and the six types of qualitative research are widely used in business, education and government organizational models.



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The six types of qualitative research are the phenomenological model, the ethnographic model, grounded theory, case study, historical model and the narrative model.

Phenomenological Method

- Describes how any one participant experiences a specific event is the goal of the phenomenological method of research.
- Utilizes interviews, observation and surveys to gather information from subjects.
- Highly concerned with how participants feel about things during an event or activity.
- Used in businesses to develop processes to help sales representatives effectively close sales using styles that fit their personality.

Ethnographic Model

- One of the most popular and widely recognized methods of qualitative research.
- It immerses subjects in a culture that is unfamiliar to them.
- The goal is to learn and describe the culture's characteristics much the same way anthropologists observe the cultural challenges and motivations that drive a group.
- Often immerses the researcher as a subject for extended periods of time.
- In a business model, ethnography is central to understanding customers. Testing products personally or in beta groups before releasing them to the public is an example of ethnographic research.

Grounded Theory Method

- Tries to explain why a course of action evolved the way it did;
- Looks at large subject numbers.
- Theoretical models are developed based on existing data in existing modes of genetic, biological or psychological science.
- Businesses use grounded theory when conducting user or satisfaction surveys that target why consumers use company products or services. This data helps companies maintain customer satisfaction and loyalty.

Case Study Model

- Unlike grounded theory, the case study model provides an in-depth look at one test subject.
- The subject can be a person or family, business or organization, or a town or city.



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- Data is collected from various sources and compiled using the details to create a bigger conclusion.
- Businesses often use case studies when marketing to new clients to show how their business solutions solve a problem for the subject.

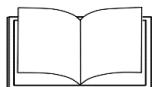
Historical Model

- Describes past events in order to understand present patterns and anticipate future choices.
- Answers questions based on a hypothetical idea and then uses resources to test the idea for any potential deviations.
- Businesses can use historical data of previous ad campaigns and the targeted demographic and split-test it with new campaigns to determine the most effective campaign.

Narrative Model

- Occurs over extended periods of time and compiles information as it happens.
- Like a story narrative, it takes subjects at a starting point and reviews situations as obstacles or opportunities occur, although the final narrative doesn't always remain in chronological order.
- Businesses use the narrative method to define buyer personas and use them to identify innovations that appeal to a target market.

Congratulations dear learner for coming this far! After having a holistic understanding of the qualitative research method, I think you are now ready to do your interesting tasks!



What's More

Answer the activities that will follow to practice your knowledge and skill about the characteristics, strengths, weaknesses and kinds of qualitative research.

Activity 1

Directions: In your own words, describe qualitative research in a paragraph containing at least 50 words. Write your answer on sheet of paper.



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Activity 2

Directions: Describe the key elements of qualitative research based on your own understanding.

Elements of Qualitative Research	
Elements	Description
Design	

Collection of Data	
Analysis	



What I Have Learned

In this lesson, we focused on the characteristics, strengths, weaknesses and kind of qualitative research. It is important to remember that:

- The key elements of qualitative research are the design, collection of data, and the analysis where it characterized each.
- The design in qualitative research is naturalistic, emergent, and purposeful.
- The data yield an in-depth understanding which the researcher gather through direct contact with the respondents, situation and the phenomenon.
- A dynamic system is employed as careful attention is given to the process.
- Analysis of data is unique as it assumes each case is special.
- The limitations of this method are: it does not generally draw samples from large-scale data sets; problem of adequate validity or reliability is a



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major criticism; and it is difficult to apply conventional standards of reliability and validity.

- This type of research allows the researcher to gain an insider's view of the field and find issues that are often missed (such as subtleties and complexities) by the scientific, more positivistic inquiries.
- The kinds of qualitative research are Phenomenological Method, Ethnographic Model, Grounded Theory Method, Case Study Model, Historical Model and Narrative Model

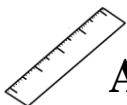


What I Can Do

Apply what you have learned on the characteristics, strengths, weaknesses and kinds of qualitative research by doing the activity that will follow.

Describe qualitative research method based on its strengths and weaknesses. In your own words, write a paragraph or two containing at least 100 words of this topic.

Write your answer on a sheet of paper.



Assessment

Showcase the knowledge and skills you have learned in this lesson by answering the assessment activity.

Assessment Activity

Directions: TRUE or FALSE. Write **TRUE** if the statement describes qualitative research and **FALSE** if it does not. Write answer on the space provided before each item.

- _____ 1. Qualitative research is a research and development method where the desired result is reached through singular cycle of calculated trial and error.
- _____ 2. Qualitative research is primarily exploratory and used to gain an understanding of underlying reasons, opinions, and motivations.
- _____ 3. It is unimethod in focus.
- _____ 4. It studies real-world situations as they unfold naturally.



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- _____ 5. Cases for study are people, communities, cultures, events, critical incidences which are selected because they are “information rich” and illuminative.
- _____ 6. Researcher has no direct contact with and do not get close to the people, situation, and phenomenon under investigation.
- _____ 7. Assumes that each case is special and unique.
- _____ 8. The whole phenomenon under study is understood as a complex system that is more than the sum of its parts.
- _____ 9. The researcher is careful about the possibility or meaningfulness of generalizations across time and space.
- _____ 10. It emphasizes careful comparative case analyses and extrapolating patterns for possible transferability and adaptation in new settings.



Additional Activities

We are in the new normal type of education. A lot of changes have been made and a lot more are yet to come in the academe.

If you are to conduct a qualitative research on the experiences of research students during the pandemic, how are you going to do this?

In two paragraphs containing at least 150 words, describe the process on how you will do your study.

Be guided by the rubrics in doing your outputs below.

Rubrics in Grading Outputs

10 points	8 points	6 points	4 points
The topic is well-identified and discussed properly. The process is described fully.	The topic is well-identified and discussed properly. The process is described in average.	The topic is identified and discussed. The process is satisfactorily described.	The topic is identified but not discussed properly. The process described is not exactly done.

Write your answer on a sheet of paper.



POSTTEST

Directions: Identify what is being described. Get answers from the Answer Pool below. Write the letter of the correct answer before each item.

ANSWER POOL

- A. Case Study Model
- B. Ethnographic Model
- C. Grounded Theory Method
- D. Historical Model
- E. Narrative Model
- F. Phenomenological Method

- 1. Data is collected from various sources and compiled using the details to create a bigger conclusion.
- 2. Describes how any one participant experiences a specific event is the goal of this method of research.
- 3. Describes past events in order to understand present patterns and anticipate future choices.
- 4. Highly concerned with how participants feel about things during an event or activity.
- 5. It immerses subjects in a culture that is unfamiliar to them.
- 6. It takes subjects at a starting point and reviews situations as obstacles or opportunities occur, although the final narrative doesn't always remain in chronological order.
- 7. Occurs over extended periods of time and compiles information as it happens.
- 8. The goal is to learn and describe the culture's characteristics much the same way anthropologists observe the cultural challenges and motivations that drive a group.
- 9. Theoretical models are developed based on existing data in existing modes of genetic, biological or psychological science.
- 10. Tries to explain why a course of action evolved the way it did.



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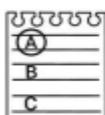
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Answer Key

What I Know	Pre-Assessment Activity	Assessment	Additional Activities - Answers may vary
1. Answer may vary.	1. Answers may vary.	1. False	1. True
2. Answer may vary.	2. Answers may vary.	2. True	2. True
3. Answer may vary.	3. Answers may vary.	3. False	3. True
4. Answer may vary.	4. Answers may vary.	4. True	4. True
5. Answer may vary.	5. Answers may vary.	5. True	5. True
6. Answer may vary.	6. Answers may vary.	6. False	6. False
7. Answer may vary.	7. Answers may vary.	7. True	7. True
8. Answer may vary.	8. Answers may vary.	8. True	8. True
9. Answer may vary.	9. Answers may vary.	9. True	9. True
10. Answer may vary.	10. Answers may vary.	10. True	10. True



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