



BLOG ENTRIES

Applied Quantitative Business Research

Gayathri Senanayake
1912929

Contents

Blog 1: I Love Qualitative Research!.....	2
Blog 2: Quantitative Research in Higher Education: Practical Challenges	4
Blog 3: The Significance of Sampling in Quantitative Research.....	6
Blog 4: Netflix, Let's Please Everyone!.....	8
Blog 5: "A statistically significant finding gives you a clue, suggesting a promising place to focus your research energy. The significance test is the detective, not the judge" (J.Ellenberg): Significance Test in Action.....	10
Blog 6: Older female consumers' environmentally sustainable apparel consumption- Quantitative Analysis on Consumer Behaviour	12
Blog 7: Onwards and Upwards with Quantitative Research.....	14

Blog 1: I Love Qualitative Research!

(Word Count-439)

As an undergraduate student and a postgraduate student, I have conducted qualitative research to complete my research projects. The initial thought of learning research design through quantitative research methods was never pursued voluntarily. But today, as I start my new module, I thought of welcoming it as an adventure.

But first, let me express my deep attachment to qualitative research and why that is so. Qualitative research enlightens me in more ways than one. It deals with accounts, narratives, and subjective lenses¹. It deals with the intensity, not the quantity². Finally, it is my interpretation that is relevant for my expertise³(There is no avoiding the bias but being vigilant of how much I am involved⁴). So, as I have experienced it, I consider it as a religious concept for me.

As there is no limit of self-criticism, I sense the favouritism. I also detect it has altered the research problem to suit the research method, which should be vice versa. The understanding can aid in selecting the most appropriate research method while through thorough integration, I would expect to understand what quantitative research can add to my studies.

In simplest of terms, I sum up my previous exposure to qualitative research as learning from individual experiences, counting what is uncountable in emotions, senses, and words. Quantitative research is numbers. Somehow, getting to grips with what numbers can tell cannot comprehend what illustrative, elaborative, and real human experience can tell.

This raises the question of my integrity. If there is any extra step that I can take to ensure the validity and reliability of the research, will I do it? Yes. Finally, will I ever

¹ Denzin, N.K., & Lincoln, Y.S., 2005. *The Discipline and Practice of Qualitative Research*. Available at: Semantic Scholar [Accessed on 24 November 2020].

² Elliott, R.B., & Timulak, L., 2005. *Chapter 11 Descriptive and interpretive approaches to qualitative research*. Available via: Semantic Scholar [Accessed on 24 November 2020].

³ Patton, M. Q., 1990. *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.

⁴ Bourke, B., 2014. Positionality: Reflecting on the Research Process. *The Qualitative Report* [Online], 19(33), 1-9. Available at: <https://nsuworks.nova.edu/tqr/vol19/iss33/3> [Accessed on 24 November 2020].

expect to conduct research in quantitative research? It depends on the research project. But the answer is, yes.

Understanding a historical event or future event by building connections to make the researcher understand and test already established knowledge about that phenomena. This allows to develop new understandings on researched experience from borrowing from traditional ontology (reality is objective), but using it as a basis, trying to establish a reasoned, rational, and impartial view using universal principles of value⁵.

This is my opportunity to change my perspective of quantitative research. After studying the first week, it is apparent that it can lead me to the directions of assurance of selecting the most appropriate research method and instruments. Through perception and expectation of this new module, the validity and reliability provided by quantitative research are invaluable⁶. The challenge lies in embracing the new learning of quantitative research to be used in the rest of my academic career, not just for this assignment.

⁵ Cunliffe, A, L., 2004. On Becoming A Critically Reflexive Practitioner. *Journal of Management Education* [Online], Vol. 28 No. 4, August 2004 407-426. Available at: [10.1177/1052562904264440](https://doi.org/10.1177/1052562904264440) [Accessed on: 01 2020].

⁶ Opute, A, P., 2020, Applied Quantitative Business Research: Management Research, Steps, Reliability & Validity, Lecture Notes, BMDM7003, University of Wales Trinity Saint David, delivered November 2020.

Blog 2: Quantitative Research in Higher Education: Practical Challenges

(Word count:423)

Several higher education agencies in the UK on the field of higher education report data such as student/ staff counts, their backgrounds and overview of higher education sector. The reporting done by on the landscape of higher education by HESA⁷ provide indications as to what extent of use these statistics allow.

For example, the reporting of the statistics because of annual Graduate Outcomes Survey⁸, National Student Survey⁹ and university specific surveys to measure the graduate employability, student experience, respectively. The visible circumstances of using surveys like above are as secondary research for making statements and add validity to made statements¹⁰.

Setting aside the pragmatic uses of quantitative research in higher education, I underestimate the power of numbers restricting it to 'just numbers'. My challenge of admission of quantitative research as a useful tool for research in my area of academic and professional experience lies within the three primary activities of my experience, teaching, marketing, and project management. On retrospection, although usage varies, I recognise the challenge both within myself and within the job role.

Firstly, for all functions that I have been involved in, quantitative research can be a measurement of understanding the audience which does not necessarily reflect its true importance. As a function that searches for validity and reliability of information, quantitative research can also be reflecting valuable outputs like student satisfaction,

⁷ HESA, (2020) "Higher Education Staff Statistics: UK, 2018/19". HESA: UK [Online]. Available at: <https://www.hesa.ac.uk/news/23-01-2020/sb256-higher-education-staff-statistics> [Accessed on 24 November 2020].

⁸ Graduate Outcomes Survey, (2020) "Be Part of the Picture." Graduate Outcomes Survey [Online] Available at: <https://www.graduateoutcomes.ac.uk/> [Accessed on 24 November 2020].

⁹ National Student Survey, (2020) "About NSS." National Student Survey [Online] Available at: <https://www.thestudentsurvey.com/about.php> [Accessed on 24 November 2020].

¹⁰ Johnston, M. D., 2014. Secondary Data Analysis: A Method of which the Time Has Come, *Qualitative and Quantitative Methods in Libraries* [Online] 3:619–626, 2014, Available at: http://qqml.net/papers/September_2014_Issue/336QQML_Journal_2014_Johnston_Sept_619-626.pdf [Accessed on 24 November 2020].

student feedback and necessary developments of higher education as can be benchmarked by the agency policy makers in the UK.

Secondly, the research instruments like surveys with Likert scales and closed-ended questionnaires can be compromising the creation of the holistic picture. The suggestion can be far stretched with not only as a limitation, but also as a matter of cost effectiveness while reaching a large audience. Quantitative research is defined as an inexpensive, less labour extensive work compared to qualitative research¹¹.

Finally, I observe the expansion of boundary of research which is the practical impact of being exposed to two distinct research methods and a way of merging them to best use, quantitative, qualitative, and mixed method. However, as a doctoral student, the overall research challenge as a novice researcher can be explained in the sensitivity to systematic error¹² as well as the overall appropriation of sampling¹³.

In conclusion, the vital takeaway of pursuing challenges of quantitative research can be summed up as prospects to conducting meaningful and supportive research output. Complementing sequential or simultaneous research method is also significant to ensure the research as a fruitful execution.

¹¹ Queiros, A., et al., 2017. Strengths and limitations of quantitative and qualitative research, *European Journal of Education Studies* [Online] 3:9, 369 –387, 2014, Available at: file:///C:/Users/gsenal/Downloads/1017-3969-1-PB.pdf [Accessed on 24 November 2020].

¹² See blog 3

¹³ See blog 3

Blog 3: The Significance of Sampling in Quantitative Research

(Word count-439)

While the definition of quantitative research tackle what type of data is used to resolve research questions as “Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)”¹⁴, the significant impact of sampling can be combined to this statement in twofold, sample itself and sample size.

Sample is defined as a portion of a population whereby evidently a good sample must represent the interests of the entire population¹⁵. Therefore, gaining a good sample can be considered as a priority to get the optimal research output. However, the census, which sometimes when resources are adequate can also be a useful concept to consider when conducting quantitative research.

The risk of having less subjects than expected in a sample can result in not having enough data to come to the expected conclusion, proving hypothesis or not proving the relationships between variables. For example, the UK Office of Students run their annual survey with 4 million responses at a 72% response rate in 2019¹⁶. In 2018/2019 academic year, there had been 2.3 million students¹⁷ and I can conclude that this mass survey is reflecting the opinions of majority of the students based on the response rate and the count of responses.

Considering the techniques of getting a sample that represent a population can be studied as simple random, convenient, systematic, cluster sampling and stratified techniques¹⁸. With different degrees of reliability, convenience, level of probability

¹⁴ Muijs, D., 2010. *Doing Quantitative Research in Education with SPSS* [EBook]. Sage Publications. Available via: Google Scholar [Accessed on 24 November 2020].

¹⁵ Mauldin, R., 2018. *Foundations of Social Work Research* [EBook]. Mavs Open Books. Available via: [About the Publisher – Foundations of Social Work Research \(pressbooks.pub\)](#) [Accessed on 24 November 2020].

¹⁶ National Student Survey, (2020) “About NSS.” National Student Survey [Online] Available at: <https://www.thestudentsurvey.com/about.php> [Accessed on 24 November 2020].

¹⁷ HESA, (2020) “Higher Education Staff Statistics: UK, 2018/19”. HESA: UK [Online]. Available at: <https://www.hesa.ac.uk/news/23-01-2020/sb256-higher-education-staff-statistics> [Accessed on 24 November 2020].

¹⁸ Opute, A, P., 2020, Applied Quantitative Business Research: Management Research, Steps, Reliability & Validity, Lecture Notes, BMDM7003, University of Wales Trinity Saint David, delivered November 2020.

(probability¹⁹ and non-probability²⁰) and methodology, they each can be used to achieve different purposes.

Firstly, simple random sampling ensures equal opportunity for everybody in the population to be selected to the sample, and considered ideal²¹, the cost of doing it can be compared with targeted outcomes. For example, if the research demand is to produce a sample of knowledgeable individuals the probability of the representative sample having certain characteristics, interests and expertise must matter²².

Secondly, the methodology behind achieving the sample to suit the research experiment can depend on factors like cost, time efficiency and assurance of response. While these factors are unavoidable for any research, quantitative research overall can be considered more efficient than qualitative research²³.

In conclusion, sampling techniques allow the researcher to have an output that reflect the population while the foundation of the research can be built on cost and time effective, relevant samples. Assuring these to gain maximum visibility for the sample in the research output also can make a difference to whole project in relation to the reliability and validity offered by the quantitative research.

¹⁹ Probability Sampling (2016), Research Methods and Statistics [Video]. Available via: <https://www.youtube.com/watch?v=TtcCvy-CKLc> [Accessed on 24 November 2020].

²⁰ Non-probability Sampling (2016), Research Methods and Statistics [Video]. Available via: <https://www.youtube.com/watch?v=TtcCvy-CKLc> [Accessed on 24 November 2020].

²¹ Farrokhi, F. And Mahmoudi-Hamidabad, A., 2012. Rethinking Convenience Sampling: Defining Quality Criteria. *Theory and Practice in Language Studies* [Online]. **2**(4), pp. 784-792. Available via: [Rethinking Convenience Sampling: Defining Quality Criteria - ProQuest \(uwt.ac.uk\)](#) [Accessed on 24 November 2020].

²² Shields, L. And Twycross, A., 2008. Sampling in quantitative research. *Paediatric nursing*, [Online] **20**(5), pp. 37. Available via: [Sampling in quantitative research - ProQuest \(uwt.ac.uk\)](#) [Accessed on 24 November 2020].

²³ Creswell, J. W. and Miller, D. L., 2000. Determining Validity in Qualitative Inquiry, *Theory Into Practice* [Online], 39:3, 124-130. Available at: DOI: 10.1207/s15430421tip3903_2 [Accessed on 24 November 2020].

Blog 4: Netflix, Let's Please Everyone!

(Word count-435)

Netflix, with 195 million subscribers worldwide²⁴ is a streaming service that offer users entertainment experience through movies, documentaries, and television series²⁵. The anticipation of delivering this blog is to address ethical concerns arose in the activity of Netflix as a recommender. Mostly generated by algorithms²⁶, broad ethical concerns can be highlighted as below²⁷.

1. Inappropriate content
2. User profiling
3. Data publishing
4. Algorithm design
5. User Interface design
6. Online experimentation

Within these, the algorithm design and big data usage are significant as Netflix is powered by a technology platform, not only content of entertainment²⁸. However, looking at the usage of big data and its ethical relevance, it is obvious from the Netflix privacy agreement that they count for permissions of paid subscribers²⁹.

The relevance of the user experience to big data can be defined via machine learning, the science of allowing humans to learn like humans to become gradually autonomous to understand data from real-world instances³⁰. However, the

²⁴ Statista, (2020) "Number of Netflix paid subscribers worldwide from 3rd quarter 2011 to 3rd quarter 2020". Statista: UK [Online]. Available at: <https://www.statista.com/statistics/250934/quarterly-number-of-netflix-streaming-subscribers-worldwide/> [Accessed on 24 November 2020].

²⁵ Netflix, (2020) "What is Netflix". Netflix: UK [Online]. Available at: <https://help.netflix.com/en/node/412> [Accessed on 24 November 2020].

²⁶ Gomez-Urbe, C. A., and Hunt, N. 2016. The Netflix Recommender System: Algorithms, Business Value, and Innovation. *ACM Trans. Manage. Inf. Syst.* [Online].6:4 , Available via:<https://doi.org/10.1145/2843948> [Accessed on 24 November 2020].

²⁷ Milano, S., et al., 2020. Recommender systems and their ethical challenges. *AI & Soc* [Online].35, 957–967. Available via: <https://doi.org/10.1007/s00146-020-00950-y> [Accessed on 24 November 2020].

²⁸ Netflix Research, (2020) "Analytics: Driving Insights from Data". Netflix: UK [Online]. Available at: <https://research.netflix.com/research-area/analytics> [Accessed on 24 November 2020].

²⁹ Netflix, (2020) "Privacy Agreement". Netflix: UK [Online]. Available at: <https://help.netflix.com/legal/privacy> [Accessed on 24 November 2020].

³⁰ Oracle, (2019) "Machine Learning in Oracle Database". Oracle Machine Learning: Oracle [Online Blog]. Available at: <https://blogs.oracle.com/machinelearning/machine-learning-in-oracle-database#:~:text=With%20Oracle%20Machine%20Learning%2C%20Oracle,time%2Dto%2Dmodel%20deployment.> [Accessed on 24 November 2020].

involvement of machine learning here can be justified by the definition of big data which deals with data in large volumes, high velocity, unstructured and semi structured varieties of data, the value and veracity of conformity³¹. The amount of data that cannot be handled by only human workers but need assistance.

Converting this into usable data such as user preference combine directly with the business goals of the streaming service. For example, it is evident from my Netflix account that I do not want to watch horror/thriller movies and although it is still a shared account with my family that favour horror movies, I do not get them recommended by Netflix. Instead 'top picks' from Netflix to me include a variety of comedy, romance and crime drama.

The questions Netflix try to answer as data visualisation and data analytics processes work are improving the product experience, what providers must Netflix partner within the future based on users experience³². This seems innocent enough! But is that it? If we accept spam calls once a week, the question lies with our specific permission and restricted visibility to only Netflix.

In conclusion, however ethical, the marketing with using human interaction online, via tools like click rates determine the percentage of clicks come through on specific link and currently for entertainment portfolios it is 2.36% on average³³. As I pointed out before, the privacy agreements seem to work in favour of Netflix while seemingly beneficial to users. But the ethical complications user profiling has consequences of targeting us with right information in the right time.

³¹ IBM, (2020) "Big Data Analytics". IBM:Analytics [Online]. Available at: <https://www.ibm.com/uk-en/analytics/hadoop/big-data-analytics#:~:text=Big%20data%20is%20a%20term,high%20velocity%20or%20high%20variety>. [Accessed on 24 November 2020].

³² Jackson, M., and Reddy, M., (2020) "Analytics at Netflix: Who we are and what we do". Netflix Technology Blog: Netflix [Online Blog]. Available at: <https://netflixtechblog.com/analytics-at-netflix-who-we-are-and-what-we-do-7d9c08fe6965> [Accessed on 24 November 2020].

³³ MailChimp (2020) "Email marketing benchmarks and statistics by industry". MailChimp: Resources [Online Blog]. Available at: <https://mailchimp.com/resources/email-marketing-benchmarks/> [Accessed on 24 November 2020].

Blog 5: “A statistically significant finding gives you a clue, suggesting a promising place to focus your research energy. The significance test is the detective, not the judge” (J.Ellenberg): Significance Test in Action

(Word Count-443)

When working with SPSS, one clearly complicated concept to grasp was the statistical significance. I found it easier to understand as the significance and the implication to the corresponding values. But as a tool of detection of ensuring validity, as part of factor analysis³⁴, significance testing/P value can contribute to uncovering the following.

For example, the working sample in the seminar, the significance level is greatly influential to deduce the null hypothesis. In this case, the significance level indicates that working hypotheses of customer orientation, knowledge management and job satisfaction are all related with each other.

Correlations

		Correlations			
		REGR factor score 1 for analysis 1	REGR factor score 1 for analysis 1	REGR factor score 1 for analysis 2	REGR factor score 1 for analysis 3
REGR factor score 1 for analysis 1	Pearson Correlation	1	.998**	.997**	.991**
	Sig. (2-tailed)		.000	.000	.000
	N	100	100	100	100
REGR factor score 1 for analysis 1	Pearson Correlation	.998**	1	.992**	.989**
	Sig. (2-tailed)	.000		.000	.000
	N	100	100	100	100
REGR factor score 1 for analysis 2	Pearson Correlation	.997**	.992**	1	.993**
	Sig. (2-tailed)	.000	.000		.000
	N	100	100	100	100
REGR factor score 1 for analysis 3	Pearson Correlation	.991**	.989**	.993**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 1: Table of correlation of working sample³⁵

Also, from the whole analysis, it can be proposed that not only that the overall results show that it is worth the effort to investigate this research because it is evidently a

³⁴ Opote, A, P., 2020, Applied Quantitative Business Research: Management Research, Steps, Reliability & Validity, Lecture Notes, BMDM7003, University of Wales Trinity Saint David, delivered November 2020.

³⁵ Authors own work

starting point, but also the significance test is a step to focus on to find out more, understand more rather than making a plain judgement whether the finding is right or wrong (which is simply impossible) or pass or fail.

However, to know the values and the evaluation of if it is worth it, there can be other tests and processes of use. My most enjoyable process while studying the Applied Quantitative Business Research module came from looking at the other areas of validity based statistical research, namely correlation and inter-correlation.

In reporting the correlation, the association of variables and the validity of them being related to each other gives me the indication that I am focusing on the accurate factor. Inter item correlation provide me the backing into understanding if all the factors belong together in one research area³⁶.

Having given the classroom example, on reflection, the significance test also is an indication of improvement whereas correlation tests only support the validity of items. To have a valid, reliable, and fruitful research output, the significance values overall provide the basis of elimination when necessary, which may open new discussions and gaps in the current research landscape within the research area³⁷.

In conclusion, referring to SPSS, and the worked example, the justification of putting resource and energy into research matters that already rooted a significance can add value to the research project³⁸. But at the same time, only a whole statistical analysis can give the holistic picture from different angles of the research matter³⁹. Therefore, although significance test is an important start, it is a viable transition point as well as an accelerator.

³⁶ SPSS Tutorials, (2020) "What Does "Statistical Significance" Mean?". SPSS Tutorials [Online]. Available at: <https://www.spss-tutorials.com/statistical-significance/#:~:text=Statistical%20significance%20is%20the%20probability,extreme%20one%2D%20in%20a%20sample.&text=A%20small%20p%2Dvalue%20basically,null%20hypothesis%20if%20p%20%3C%200.05.> [Accessed on 24 November 2020].

³⁷ Bacon-Shone, J., 2015. *Introduction to Quantitative Research Methods* [EBook]. Available via: file:///C:/Users/gsena/Downloads/IQRM_book_2020-10-12.pdf [Accessed on 24 November 2020].

³⁸ Gallo, A., 2016. A Refresher on Statistical Significance. *Harvard Business Review* [Online]. Available at: <https://hbr.org/2016/02/a-refresher-on-statistical-significance>. [Accessed on 24 November 2020].

³⁹ Creswell, J.W. (1994). *Research Design: Qualitative and Quantitative Approaches*. Sage Publications: Thousand Oaks, CA.

Blog 6: Older female consumers' environmentally sustainable apparel consumption- Quantitative Analysis on Consumer Behaviour

(Word Count-418)

Regression based research project of the psychological concept of time perspective and the motivations of individual consumer behaviour conclude that older female customers with expansive time perspective were conscious to environmentally sustainable apparel⁴⁰. Considering the research hypothesis, the relationships between the conscious buying and motivations based on ages reflect the significance level less than 0.05.

Similar research by various authors offer perspectives on the influence of price on eco-friendly garments⁴¹, motivations for collaborative consumption such as community belonging, enjoyment, environmental beliefs, sustainable apparel divestment, economic benefits, based upon quality, price and fashion consciousness⁴² identify the similar values of environmental sustainability and eco-friendly behaviour.

However, it is my opinion that the workings of the above researchers are based on newest of value systems that reflect UN sustainability agenda⁴³, increasing concern for climate emergency⁴⁴ and millennials changing attitudes towards ethics⁴⁵. The considerations coming from current issues can also be considered as an avenue for future research.

⁴⁰ Kim, G. and Byoungcho, E.J., 2019. Older female consumers' environmentally sustainable apparel consumption. *Journal of Fashion Marketing and Management*, [Online] **23**(4), pp. 487-503. Available via: 10.1108/JFMM-04-2019-0068 [Accessed on 24 November 2020].

⁴¹ Rothenberg, L. and Matthews, D., 2017. Consumer decision making when purchasing eco-friendly apparel. *International Journal of Retail & Distribution Management*, [Online] **45**(4), pp. 404-418. Available via: 10.1108/IJRDM-06-2016-0099 [Accessed on 24 November 2020].

⁴² Gopalakrishnan, S., 2018. *Motivations and Shopping Orientations for Engagement in Collaborative Consumption among Fashion Consumers* [Online]. Available via: <https://www-proquest-com.ezproxy.uwtsd.ac.uk/docview/2133044602?accountid=130472> [Accessed on 24 November 2020].

⁴³ UN Alliance of Sustainability Alliance, (2020) "What is the UN Alliance for Sustainable Fashion?" . UN Alliance for Sustainable Fashion: United Nations [Online]. Available at: <https://unfashionalliance.org/> [Accessed on 24 November 2020].

⁴⁴ Willett, J., And Saunders, C., (2020) "Global Climate Emergency: Changing How We Think About Clothing And Sustainability

". Political Studies Association: UK [Online]. Available at: <https://www.psa.ac.uk/psa/news/global-climate-emergency-changing-how-we-think-about-clothing-and-sustainability> [Accessed on 24 November 2020].

⁴⁵ Creswell, J.W. (1994). *Research Design: Qualitative and Quantitative Approaches*. Sage Publications: Thousand Oaks, CA.

The divergence between what qualitative research can provide versus the quantitative research can be studied with relation to this topic as exploring respondents' ideologies in descriptive form versus gathering data from tools like Likert scale. Although qualitative research can provide answers in a form of a narrative, a storyline that already is being organised into subsequent events⁴⁶, quantitative data only provide an outlook of the whole picture as can be argued providing examples like statistics as secondary research. Moreover, the consideration on finding the specific population to study and picking a group of subjects also depend on the quality of sampling technique to ensure the highest quality of output in a focused survey or questionnaire like this.

Moreover, considering the latest provisions of research into ethical fashion, retail supply, food and drink, the quantitative research allows to reach larger audiences in a short period of time (not limited to ethical consumer behaviour/ fashion research). The instruments such as questionnaires and surveys also allow the precise responses to be collected as the research data while helping to build upon the prominent and relevant supportive factors.

In conclusion, piquing my interest on what comes naturally under fashion, sustainability and ethical awakening of fashion chains, the evolving demand for brands serving for ethically conscious communities are 38% of the people in the UK are willing to buy ethically manufactured products, approximately over 60% of the population would wish to understand more about ethical products and manufacturing⁴⁷.

⁴⁶ Delice, A., 2012. The Sampling Issues in Quantitative Research. *Educational Sciences: Theory and Practice*, [Online] .Available via: <https://files.eric.ed.gov/fulltext/EJ919871.pdf> [Accessed on 24 November 2020].

⁴⁷ Statista, (2020) "Consumer attitudes towards the ethical standards of retail companies in the United Kingdom (UK) in 2014". Statista: UK [Online]. Available at: <https://www.statista.com/statistics/319727/attitudes-towards-ethical-retailers-in-the-united-kingdom-uk/> [Accessed on 24 November 2020].

Blog 7: Onwards and Upwards with Quantitative Research

(Word Count-406)

I started this assignment by saying that I love qualitative research. It is now time to review what I learnt and see how my liking towards quantitative research is changed. Although, not a great start, I enjoyed learning new ways of working in quantitative research and working with SPSS. The starting point provided in the module certainly made me confident.

This begs the question to me. How about using it in my future academic career and professional career?

Now, although not confident which way my academic interests will navigate, I understood one certainty. Quantitative research provides a solid background for a research, starting from discovering the hypotheses, to gathering the foundation to express relationships between data and answer the research problem in the form of statistics⁴⁸. However, I do not believe this is the only way to find answers although not yet backing the qualitative research entirely.

I am now able to consider mixed method research which will allow me to firstly identify the research output in a more granular level, while the compromise to limitations of each qualitative and quantitative method would be considered minimal⁴⁹. As an academic researcher, however, my willingness to open myself to new challenges like this one, to excel at quantitative research begins here.

As a professional, at the workplace, if there is the opportunity to conduct research, my expectation from today is to gain the relevant understanding of how numerical data can provide clarity⁵⁰. While the clarity is not the only concern when it comes to

⁴⁸ Seeber, M., 2020. Framework and operationalisation challenges for quantitative comparative research in higher education. *Higher Educ Q.* [Online]. 74: 162– 175. Available via: <https://doi.org/10.1111/hequ.12245> [Accessed on 24 November 2020].

⁴⁹ UK Government (2020) "Mixed Methods Research". GOV UK [Online]. GOV UK: Guidance. Available via: [Mixed methods study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/mixed-methods-research) [Accessed on 24 November 2020].

⁵⁰ KPMG (2015) "Clarity on Data and Analytics". KPMG [Online]. KPMG: KPMG AG. Available via: <https://assets.kpmg/content/dam/kpmg/cl/pdf/2015-10-kpmg-chile-advisory-data-analytics-clarity.pdf> [Accessed on 24 November 2020].

research activity at the workplace, the level of attention given to numbers seem just higher than qualitative findings when I see situating examples in practice⁵¹.

However, with higher education and marketing in higher education as my area of work, seeing numbers at work like the below examples display the level of simplicity added to complicated research work⁵². Moreover, taking the quantitative research output one step further, it can also be declared that, not only quantitative research output can provide answers in whole, but also help clarify sections otherwise are difficult to explain⁵³.

Concluding the task of blogging my gradual enhancement and experience of learning quantitative research, I feel confident to approach quantitative research now. The learning experience also supported me to broaden my vision into the applied research that without good reason I will not back away from now on.

⁵¹ Stobierski, T. (2019) "The Advantages Of Data-Driven Decision-Making". Harvard Business School Online [Online] HBS: Business insights. Available via: <https://online.hbs.edu/blog/post/data-driven-decision-making> [Accessed on 24 November 2020].

⁵² Daniel, E., 2016. The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science. *Journal of Education and Practice* [Online] 7:15. Available via: <https://files.eric.ed.gov/fulltext/EJ1103224.pdf> [Accessed on 24 November 2020].

Education Curriculum

⁵³ Booker, B., (2020)." Quantitative vs Qualitative Research: What, Why, Where, When and How to Use Each" ATTEST [Online Blog] Attest: Insights. Available via: <https://www.askattest.com/blog/insight/quantitative-vs-qualitative-research-and-how-to-use-each> [Accessed on 24 November 2020].