CHAPTER 1
NATURE OF THE STUDY

AGENDA

• Introduction
AGENDA

• Introduction
• What is the Nature of the Study
• How to Construct Section
AGENDA

• Introduction
• What is the Nature of the Study
• How to Construct Section
• Examples (4)

AGENDA

• Introduction
• What is the Nature of the Study
• How to Construct Section
• Examples (4)
• Reflective Summary
Introduction

• This program – Easy “How To”

• Who am I?
Introduction
• This program – Easy “How To”
• Who am I?
• Lessons learned – Experience

Many paths to same destination
Introduction

- This program – Easy “How To”
- Who am I?
- Lessons learned – Experience
- Many paths to same destination
- Different programs / expectations

Think like a researcher
Introduction

• This program – Easy “How To”
• Who am I?
• Lessons learned – Experience
• Many paths to same destination
• Different programs / expectations
• Think like a researcher
• Student mind-set

Student Mind-Set

Personal Curiosity
Self - Motivation
Self - Reflecting
Relevant Work
Willingness
Ownership
Optimistic Passion

Specific
Succinct
Purposeful
Research Context
Incremental Gains
Cycles of Refinement
Formal Academic Tone
Aligned with APA Format
Nature of the Study

- Describes what research method and design are applied to the research study

- Informs the reader why the chosen research method and designs are valid
Nature of the Study

• Describes what research *method* and *design* are applied to the research study
• Informs the reader why the chosen research method and designs are valid
• Basic info here; more so in chapter 3

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• Provides for seminal research authors
Nature of the Study

• Describes what research *method* and *design* are applied to the research study
• Informs the reader why the chosen research method and design are valid
• Basic info here; more so in chapter 3
• Provides for seminal research authors
• Reflects discerning critical thinking

Seminal authors are those who contributed foundational theories and ideas to the research in that field – the *masters*.
# Nature of the Study

- **Provides for seminal research authors**

  Seminal authors are those who contributed foundational theories and ideas to the research in that field – the masters.

  For instance, Jean Piaget is considered a seminal author to cognitive development as Frederick Taylor is to scientific management.

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<table>
<thead>
<tr>
<th>Nature of the Study</th>
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<tr>
<td>• Provides for seminal research authors</td>
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<tr>
<td><strong>Seminal</strong> authors for quantitative research:</td>
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Nature of the Study

• Provides for seminal research authors

*Seminal* authors for quantitative research:

*Seminal* authors for qualitative research:

Nature of the Study

• Keep it simple
Nature of the Study

• Keep it simple
• Four paragraphs to start – expand later in chapter 3
• Written in a research context
Nature of the Study

- Keep it simple
- Four paragraphs to start – expand later in chapter 3
- Written in a research context
- Write to express not impress

Nature of the Study

- Keep it simple
- Four paragraphs to start – expand later in chapter 3
- Written in a research context
- Write to express not impress
- Cite a couple research subject matter experts in each paragraph as appropriate
Nature of the Study

1). Describe why the chosen research method is appropriate for data needed to provide information for stakeholders to use to lessen the specific problem.

2). Describe why another research method is not appropriate for data needed to provide information for stakeholders to use to lessen the specific problem.
Nature of the Study

3). Describe why the chosen research design is appropriate for data needed to provide information for stakeholders to use to lessen the specific problem.

4). Describe why one or two other research designs, in the same research method, are not ideal for data needed to provide information for stakeholders to use to lessen the specific problem.
Examples Provided

• All examples are from my prior mentees

• Most were approved on the first pass through reviews
Examples Provided

• All examples are from my prior mentees

• Most were approved on the first pass through reviews

• Each provided me written consent to use their work in this manner to help others complete their programs. They own the copyright to their work. My copyright for this program.

Example #1

Dr. Maria Aponte

SELLING: THE LIVED EXPERIENCES OF DOMESTIC PROPERTY AND CASUALTY INSURANCE LEADERS
The research study involved a qualitative phenomenological descriptive approach. Moustakas (1994) posited researchers working within phenomenology aimed at understanding the meaning of lived experiences through descriptive means. Researchers can use the quantitative and qualitative approaches or modes of inquiry to research (McMillan & Schumacher, 2009).

Quantitative researchers emphasize testing and verification, collect quantifiable data from participants, and ask specific, narrow questions (Creswell, 2008). Creswell (2008) further explained, “Mixed methods are procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies” (p. 62).
In qualitative studies, researchers ask general questions and formulate general research problems about the phenomenon under study (Leedy & Ormrod, 2010; Moustakas, 1994). “Qualitative studies enable a researcher to gain new insights about a particular phenomenon and to test the validity of certain assumptions within the context of the real world” (Leedy & Ormrod, 2010, p. 136).

Phenomenological studies are designed to identify individual perspectives, perceptions, and understandings in a particular situation (Leedy & Ormrod, 2010; Moustakas, 1994).
Example #2

Dr. Joseph Hage

INFLUENCE OF RELIGION AND RELIGIOSITY ON LEADERSHIP PRACTICES IN THE WORKPLACE: A QUANTITATIVE CORRELATION STUDY

The correlation design is appropriate to determine the relationship among religion, religiosity, and leadership practices of organizational leaders because of the intent to determine and measure the type of relationship among the independent and dependent variables. Results of the design can show a positive correlation (a direct relationship), or a negative correlation (an inverse relationship), or no correlation at all.
Correlations do not imply a causation between the variables; hence, one cannot prove that specific leadership practices are the result of a particular religion or a certain level of religiosity (Duckworth, Tsukayama, & May, 2010; Leedy & Ormrod, 2010; Steinberg, 2011).

Example #3

Dr. Patricia E. Schroeder

A QUANTITATIVE CORRELATION STUDY OF INDIVIDUALISM-COLLECTIVISM AND EMPLOYEE INNOVATION IN TURKEY
The proposed study used a quantitative method to collect numeric data regarding Turkish employees’ perceptions of cultural values, supervisor leadership practices, and personal creativity and innovation.

Quantitative survey research provides for the self-reporting of attitudes, opinions, and behaviors of a cross-sectional population sample (Aguinis, Pierce, Bosco, & Muslin, 2009). In cross-cultural research, the standardization of questions and data collection procedures reduce the risk of bias and measurement error (Kleiner, Pan, & Bouic, 2009).
A correlation design was used to examine the extent to which there may be a relationship between Turkish employees’ cultural values, perceived leadership practices, and self-reported creativity and innovation.

A correlation design is common in research in many disciplines, as it provides for the testing of models that involve independent, mediating, and dependent variables (Stone-Romero & Rosopa, 2008).
A correlation design is also appropriate when there may be a temporal order between independent, mediating, and dependent variables. Temporal, or time order, of variables suggests that one variable precedes the other in time (Creswell, 2009).

Research, as described in the literature review for this study, indicated there is a sequential relationship between cultural values, leadership practices, and the outcome of employee innovation.
Example #4

Dr. Susan B. Kristiniak

*Exploring the Experiences of Complementary Therapy Nurses: A Qualitative Phenomenological Study*

The research method chosen for the current study is qualitative. Qualitative research secures the perceptions of study participants through a means of subjective, generalized questioning followed by text analysis for overt and covert patterns, themes, or meanings (van Manen, 1990).
Conversely, quantitative designs pursue a more targeted focus through the use of specific questioning and unbiased analysis using numerical measurements (Neuman, 2006).

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Conclusion

• Intro / Mind-Set

• What is the Nature of the Study

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*Incremental Gains: One section at a time!*

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*Education is a lot like life: The more you put into it, the more you’ll get out of it!*

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