UNIVERSITI TUN HUSSEIN ONN MALAYSIA

FINAL EXAMINATION
SEMESTER II
SESSION 2014/2015

COURSE NAME	:	RESEARCH METHODOLOGY
COURSE CODE	:	BPB 32403
PROGRAMME	:	3 BPA
EXAMINATION DATE	:	JUNE 2015/JULY 2015
DURATION	:	3 HOURS
INSTRUCTION	:	ANSWER **ALL** QUESTIONS

THIS QUESTION PAPER CONSISTS OF **FIVE** (**5**) PAGES

Q1 "Understanding forces that contribute to small and medium enterprises (SMEs) innovativeness is very important for both developed and developing economies. Firm innovativeness is among the most important means through which businesses contribute to economic growth and sustainability. Numerous studies had been conducted to determine which factors positively impact on organizational innovativeness. However, much of the these studies were aimed at identifying the effect of factors that are more appropriate for larger firms and undermine the unique characteristics of SMEs. Fewer studies have considered the role of entrepreneurial orientation (EO) on organizational innovativeness despite the compelling influence of SMEs' owner-managers. Therefore, this paper aimed to explore the relationship between entrepreneurial orientation (EO) and organizational innovativeness among SMEs in Malaysia. This research was conducted using quantitative approach, where questionnaires were used as the major instrument during data collection phase. Purposive sampling was used in this research since this study is exploratory in nature and the inherent facts that SMEs' research participation in Malaysia is not encouraging. A total of 36 SMEs participated from various sectors including manufacturing and service. It was found that entrepreneurial orientation explained 31.9% of variance in organizational innovativeness among SMEs in Malaysia. The results showed that three out of five dimensions of entrepreneurial orientation (innovativeness, risk taking and autonomy) are significantly related to organizational innovativeness. The finding verifies the importance of developing entrepreneurial characteristics among SMEs by focusing on these dimensions. Thus, it is essential for the entrepreneurs of SMEs in Malaysia to have an innovative skill to tackle the unpredictable market."

Source: NH Abdullah, YS Mei, A Shamsuddin, E Wahab (2014)- 'The Relationship between Entrepreneurial Orientation (EO) and Organizational Innovativeness among Small and Medium Enterprises (SMEs) in Malaysia', *Australian Journal of Basic & Applied Sciences*, 8(5).

Based on the abstract provided above, answer the following questions:

(a) State the research objective for the above mentioned study.

(2 marks)

(b) Identify an independent variable and a dependent variable.

(4 marks)

(c) Illustrate the conceptual framework that links all variables identified in question **Q1(b)**.

(3 marks)

(d) Derive appropriate hypothesis (both null and alternative) based on the conceptual framework in question **Q1(c)**.

(6 marks)

(e) Determine the research design of this study with justification.
(3 marks)

(f) Determine the sampling technique in this study with justification.
(3 marks)

(g) Explain what ‘significantly related to’ means.
(4 marks)

(h) Discuss whether the sample in this study are representative of other SMEs in other countries with justification.
(5 marks)

Q2 “As mobile payments are a relatively new area for research, a qualitative approach using focus group interviews was chosen to explore consumer adoption of mobile payments. Focus group interviews have been suggested as a suitable method for explorative studies (Calder, 1977) and previous research has demonstrated their feasibility in studying innovative mobile services (Jarvenpaa and Lang, 2005).The strength of focus group interviews lies in group dynamics and interaction, which provide researchers with elaborated perspectives to the topic under discussion (Wilkinson, 2004). Compared with individual interviews, the group members are more likely to challenge each other’s views, argue for or change their own views, and bring forward issues that are important to them (Bryman and Bell, 2003, p. 369). To ensure proper discussion and interaction during the sessions, six naturally forming groups were selected for the current study. The members knew each other as friends, classmates, co-workers, or through a common hobby. We attempted to form a number of cohesive groups which loosely cover the phases of the Wells and Gubar’s (1966) original theory on consumer life cycle. The following groups were interviewed: teenagers (14–15 years of age), university students, young adults who had already entered working life, parents of small children, and middle-aged persons. The discussions followed a semi-structured guide, which was tested with a pilot group of young adults I. As no major modifications to the guide were necessary and the group was consistent with research design, the data was included in the study. The group sizes varied between 6 and 9 subjects and the total number of subjects was 46, which follows the common recommendations for focus group composition (Wilkinson, 2004). A further selection criterion for participants was previous experience in the use of mobile phones. Experience in mobile phone use was estimated to be necessary in order for the participants to be able to discuss the use of mobile payments..”

Source: Mallat, N. (2007). Exploring consumer adoption of mobile payments – A qualitative study. *The Journal of Strategic Information Systems*, *16*(4), 413–432. doi:10.1016/j.jsis.2007.08.001

Based on the abstract provided above, answer the following questions:

(a) Describe **TWO (2)** advantages of qualitative research in this study.
(5 marks)

(b) Describe the sampling technique used in this study and its limitations.
(5 marks)

(c) Discuss **THREE (3)** types of interview questions that could be used.
(9 marks)

(d) Suggest sources of secondary data that can be used in the study with justification.
(5 marks)

(e) Discuss **TWO (2)** types of validity in qualitative research with examples.
(6 marks)

Q3 (a) Distinguish the following:

(i) Parametric and nonparametric tests.
(5 marks)

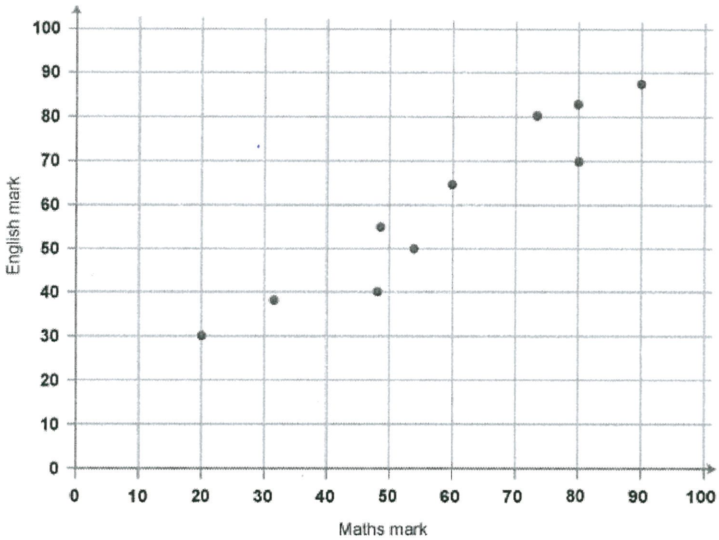
(ii) Type I and Type II errors
(5 marks)

(iii) Measure of Central Tendency and Measure of Dispersion
(5 marks)

(b) Describe **EIGHT (8)** steps in content analysis.
(16 marks)

(c) **Figure Q3(c)** below shows the scattergram of English and Maths marks of high school students.

Figure Q3(c): Scatterplot



Explain **THREE (3)** aspects of bivariate relationship in **Figure Q3(c)**.

(9 marks)

- END OF QUESTIONS -