GL BAJAJ
Institute of Management & Research, PGDM Institute
Greater Noida
FIND YOUR SPARK

Plot No. 2, Knowledge Park-III, Greater Noida (U.P.) –201306

POST GRADUATE DIPLOMA IN MANAGEMENT (2022-24)
END TERM EXAMINATION (TERM -III)

Subject Name: **Research Methods in Business**	Time: **2:00 hrs**
Sub. Code: **PG31**	Max Marks: **40**

Note:
All questions are compulsory. Section A carries5 marks:5 questions of 1mark each, Section B carries 21 marks having 3 questions (with internal choice question in each) of 7 marks each and Section C carries 14 marks one Case Study having 2 questions of 7 marks each.

Kindly write the all the course outcomes as per your TLEP in the box given below:

CO1- Understand the basic concepts and framework of research process.
CO2- Examine the different ways of data collection and construct survey questionnaire.
CO3- Differentiate between probability and non-probability sampling techniques.
CO4- Analyse and apply parametric and non-parametric tests using SPSS.

SECTION – A

Attempt all questions. All questions are compulsory.   **1×5 = 5 Marks**

Questions	CO	Bloom's Level
Q. 1: (A). Explain the importance of Business Research in Managerial decision making with a suitable example **Q. 1: (B).**Explain comparative scaling with 2 examples **Q. 1: (C).**Differentiate between inductive and deductive reasoning with suitable examples **Q. 1: (D)** Differentiate between concept and construct with suitable examples **Q. 1: (E).** Are the following nominal, ordinal, interval or ratio data? (a) Temperatures measured on the Kelvin scale. (b) Military ranks. (c) Social security numbers. (d) Number of passengers on buses from Delhi to Mumbai.	CO1	L2

SECTION – B

All questions are compulsory (Each question have an internal choice. Attempt any one (either A or B) from the internal choice)   **7 x 3 = 21 Marks**

Questions	CO	Bloom's Level
Q. 2: (A). A Business Manager wants to understand the 'Determinants of Brand in Consumer Durables with Special Reference to Electronic Goods'. Suggest a research design (stepwise) for this study. **Or** **Q. 2: (B).** Differentiate between longitudinal and cross-sectional research design citing examples from business.	CO2	L6
Q. 3: (A). Differentiate between the following with suitable examples: i) Simple Random Sampling and Systematic Sampling ii) Population and Sampling Frame **Or** **Q. 3: (B)**. Discuss the importance of determining the sample size before starting	CO3	L4

a research study. Using the sample size formula, find the sample size for a survey where confidence level=95%, standard deviation=0.5 and margin of error=+/-5%

Q. 4: (A). Differentiate between parametric and non-parametric tests.
In each of the following research situations identify which statistical technique could be used:
i) Antara is interested in exploring the possibility of gender differences in levels of perceived stress.
ii) Antara would also like to explore the relationship between optimism and perceived stress. She suspects that higher levels of optimism would be associated with lower levels of perceived stress.

Or

Q. 4: (B)
i) Which of the following variable names will SPSS accept, and which will SPSS reject? For those that SPSS will reject, how could you change the variable name to make it "legal"?

o Age
o Firstname
o @edu
o Gender.
o grade
o Anxeceu
o Date

ii) Why is each of the following variables defined with the measure listed? Is it possible for any of these variables to be defined as a different type of measure?

Variable	Measure
Ethnicity	Nominal
Quiz4	Scale
Grade	Nominal
Gender	Ordinal

(CO4 L3,L4)

SECTION – C

Read the case and answer the questions   **7×02 = 14 Marks**

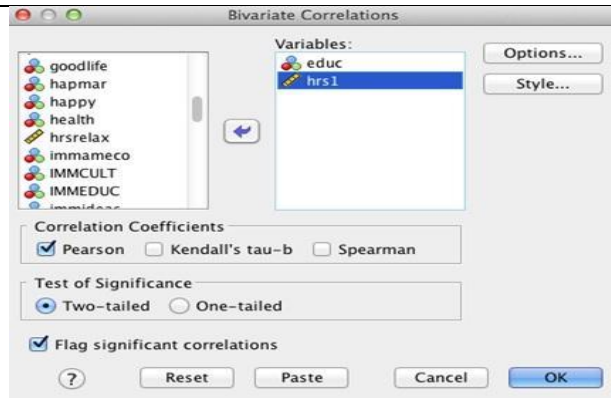| Questions	CO	Bloom's Level
Q. 5: Case Study: Do people with more education work more hours per week? Some may argue that those with lower levels of education are forced to work low-paying jobs, thereby requiring them to work more hours per week to make ends meet. Others may rebut this argument by saying those with higher levels of education are in greater positions of authority, which requires more time to ensure operations run smoothly. To quantify the effect of education on hours worked, we request a correlation coefficient. This statistic is available in SPSS in the Bivariate procedure, which is located by clicking on Analyze, Correlate, then Bivariate (Dialogue Box is produced below where EDUC (number of years of education), and HRS 1(hours worked last week) are placed in the Variable(s) box. *Bivariate Correlations Dialogue Box*	CO4	L3,L4

SPSS produces a matrix of correlations, as shown in the Figure below:

Correlation Matrix for Hours Worked and Education

Correlations

		educ HIGHEST YEAR OF SCHOOL COMPLETED	hrs1 NUMBER OF HOURS WORKED LAST WEEK
educ HIGHEST YEAR OF SCHOOL COMPLETED	Pearson Correlation	1	.084*
	Sig. (2-tailed)		.012
	N	1500	895
hrs1 NUMBER OF HOURS WORKED LAST WEEK	Pearson Correlation	.084*	1
	Sig. (2-tailed)	.012	
	N	895	895

*. Correlation is significant at the 0.05 level (2-tailed).

Questions:

Q. 5: (A).On the basis of the findings, interpret the relationship between hours worked and education

Q5 (B). What other variables, in addition to education can affect the number of hours worked per week?

Kindly fill the total marks allocated to each CO's in the table below:

Question Number	Cos	Bloom's Taxonomy Level	Marks Allocated
Q. 1:	**CO1**	L2	5 marks
Q. 2:	**CO2**	L6	7 marks
Q. 3:	**CO3**	L4	7 marks
Q. 4:	**CO4**	L3,L4	7 marks
Q. 5:	**CO4**	L3,L4	14 marks

(Please ensure the conformity of the CO wise marks allocation as per your TLEP.)
Blooms Taxonomy Levels given below for your ready reference:
L1= Remembering
L2= Understanding
L3= Apply
L4= Analyze
L5= Evaluate
L6= Create