

**The class starts with
KWL activity.**

Unit 1 Some Basics about Research

Topic

- What is research? And the research paradigms
- Principal components of research
- Linking the components together

Objectives

Students should be able to:

- ❑ Describe definition of research and the research paradigms.
- ❑ Recall the principal components of research.
- ❑ Identify the components of given studies.
- ❑ Explain how all research components are linked.

What is research? And the research paradigms

Definitions

- the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions
- an organized (research is planned, intended) and systematic (there are methods and procedures) process of gathering information relating to particular issues
- A survey generally is a simpler way of gathering information. Surveys are a method of gathering information from individuals

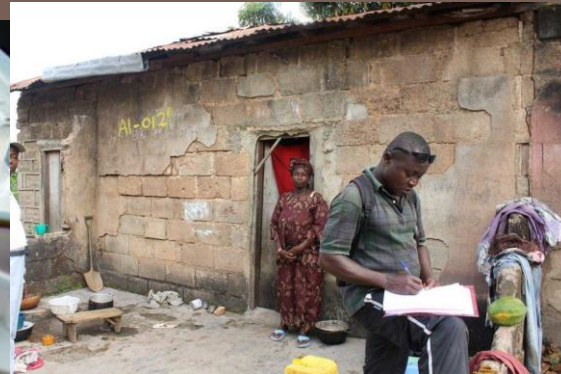
Research paradigms

■ *Post/ positivist paradigm:*

- The world or reality as very organized by universal laws and truths, or structured and based on rules that guide actions in both the natural and the social world
- Human behavior is predictable because it is governed by external force (the universal laws and truths that explain causal relationship)
- Findings are testable facts and can be generalized
- Findings can be used in developing theories that explain behavior or relationships in the natural and social worlds
- Most studies use quantitative methodology and statistically tested

- Consumer behavior studies
- Environmental impact studies
- Tourism forecasting and modelling
- Social impact studies
- Marketing research studies
- Hospitality satisfaction studies

**Examples of research under
this paradigm**



Interpretative social sciences paradigm or constructivism paradigm

- There are multiple explanations or realities to explain a phenomenon rather than one causal relationship or one 'theory'.
- The research process should be subjective rather than objective.
- The use of a qualitative methodology instead of a quantitative methodology
- Empirical materials collected from insiders' perspective, rather than outsiders' perspective
- Empirical materials rather than data are collected in their real world or natural setting, not under 'experimental' conditions.

Researchers will need to become part of social groups being studied

- The cruise ship experience, by studying the workers' perspectives or the travelers' perspectives by either working aboard the cruise ship or becoming a cruise ship passenger—also, empirical material would be gathered using participant observation as well as in-depth interviewing with colleagues or passengers

**Examples of research under
this paradigm**

- Host-guest interactions, by becoming part of the host community and observing and gathering empirical materials through in-depth interviews or focus group studies
- Consumer service evaluation, by becoming a customer in the various sectors of the hospitality industry, and supplementing this participant observation with in-depth interview of other customers.

Examples of research under this paradigm

Sustainability in Polynesian Island Cultures & Ecosystems





Help researcher construct
'in situ' knowledge based
on (inter) subjective
interpretation.

Part of social group/
being studied

Use more of qualitative
methodology



Critical theory paradigm

- The paradigm does not see 'realities' as equal.
- Portrays that the world is complex and involves oppression, subjugation, and exploitation of minority groups who lack any real power
- The world is contrived by people and institutions in power positions who try to maintain the status quo and subsequently their positions of power.
- Asserts that research should cause some positive changes for marginalized and oppressed groups and people

- The research process must involve interaction between the researcher and minority group being studied.
- The methodology used in gathering data is mixed between quantitative and qualitative (mixed method), for example using participant observation, in-depth interviewing, focus groups, Delphic panels and action research in order to expose the oppression, subjugation and exploitation of the minority group being studied.

- Research should affect transformational change for minority groups who would be unable to change the practices of those in power
- The researcher in this paradigm works to advocate and overcome the causes of those oppressions, subjugations and exploitations.

- Host- guest interactions, particularly where the hosts are the minority and are being overwhelmed by tourism numbers so much that they feel their location is becoming a tourism precinct rather than an integrated community
- The negative social impacts of tourism on the host community, particularly where the negative impacts are being overlooked by those in positions of power such as governments and tourism developers and operators

**Examples of research
under this paradigm**



- The relationship between those in power, such as tourism developers and/or governments, and those without power, such as local business operators or resident groups, particularly in regards to tourism planning and development
- Indigenous hospitality workers and their working conditions in developing nations
- The exploitation of children in sex tourism

**Examples of research under
this paradigm**

- Social pathologies (pathology = relationship of causes and effects) resulting from tourism developments upon minority groups such as the unemployed, women, or children
- The impacts of vertical integration by overseas companies within host nations and their impacts on Indigenous companies
- The impacts of mega- events such as the Olympic Games on various sectors within the host community and their living conditions.

**Examples of research under
this paradigm**

The photo that sums up the devastating impact of the Olympics on Brazil's street children

International NGO alleges police brutality and efforts to 'clean up' streets of poor children.



By Elsa Buchanan

September 30, 2016 11:52 BST



Participatory paradigm

- The paradigm supports co-creation of knowledge via participation in experiences and collective interactions among researchers and co-researchers (participants)
- This paradigm creates and values experiential and practical knowing which results from collective and intersubjective constructions
- Experiential knowing is the knowing acquired via direct participation and embodied living. Practical knowing is action-based knowing—that is knowing how to do something without necessarily knowing the theory or principles behind such action.

- Experiential and practical knowing, which leads to cooperation, change and development
- Empowerment are valued as well as transactional knowledge—that is, knowledge generated via dialogue. Participatory ethnics are value laden (rich in value), since all participants are subjectively and intersubjectively involved.

- Improving residents' quality of life in tourism precincts
- Developing tourism experience providers' collective experience packages
- Reviewing a tourism attraction's reputation with regards to corporate social responsibility
- Developing an Indigenous tourism experience
- Changing tourism businesses' practices to more sustainable ones
- Developing tourism training packages
- Public participation in tourism planning and development

**Examples of research under
this paradigm**

Principal components of research

- Introduction
- Literature review
- Background
- Methods

- Results
- Discussion
- Conclusion

□ Introduction Chapter

Introduction chapter sets the scene of research and it outlines the basic scope for the research. In this chapter key ideas are proposed, central concepts are defined, and some initial background information is provided.

The introduction chapter has 3 purposes

- (1) it sets out rationale for the research--the reasons why the work is important and why the research should be conducted, as well as the contribution or benefits it will make to studies of tourism.
- (2) it tells the aim (s)/ and objectives of the research to be conducted.
- (3) it alerts the reader to the structure of the text by providing a kind of 'roadmap' through each of the chapter.

□ Literature Review Chapter

The chapter examines extent of work on a topic area

It sets out to establish the 'intellectual case' for the research more fully

It helps you justify the choice of aim (s)/ and objectives to be more specific.

You study other previous works, and you will know who already conducted similar research that you are going to do, or what were already studied and in which areas, and what suggestions and limitations those previous researchers proposed or mentioned

Literature review can be in the form of identifying theories, conceptual or thematic ideas or trends.

Methods of studies and strategies for data collection and analysis can be part of the review of literature as well.

Finally, the literature review will help you work on your research in the chapter of discussion after you get the findings.

□ **Background Chapter**

Background is the chapter that provides information more specifically of the case you are conducting the research. In other word, this chapter describes the context of the studies site (s).

□ Method Chapter

This chapter sets out the methods and techniques that you will use in collecting and analyzing data in order to answer the aim (s)/ and objectives of the research.

The method chapter covers type of approach such as

- Quantitative
- Qualitative
- Mixed or multiple methods
- Particular methods and technique, population and sample size, tools for analysis, which normally depends on what type of approach the data is collected, such as statistics, content analysis, tools used for scientific test. Use of different research methods depends on the complexity and objectives of your research.

□ **Result Chapter**

This chapter describes the results of your study (what you have found from the research fieldwork).

It presents the outputs of data analysis as well as interpretations of the data in the form of findings.

Report of results or findings must cover all answers to your research objectives.

□ Discussion Chapter

This chapter offers space and scope to address issues based on results or findings.

Discussion can be made in order to compare or to point out similarities or differences of your results and previous studies, as well as raising issues.

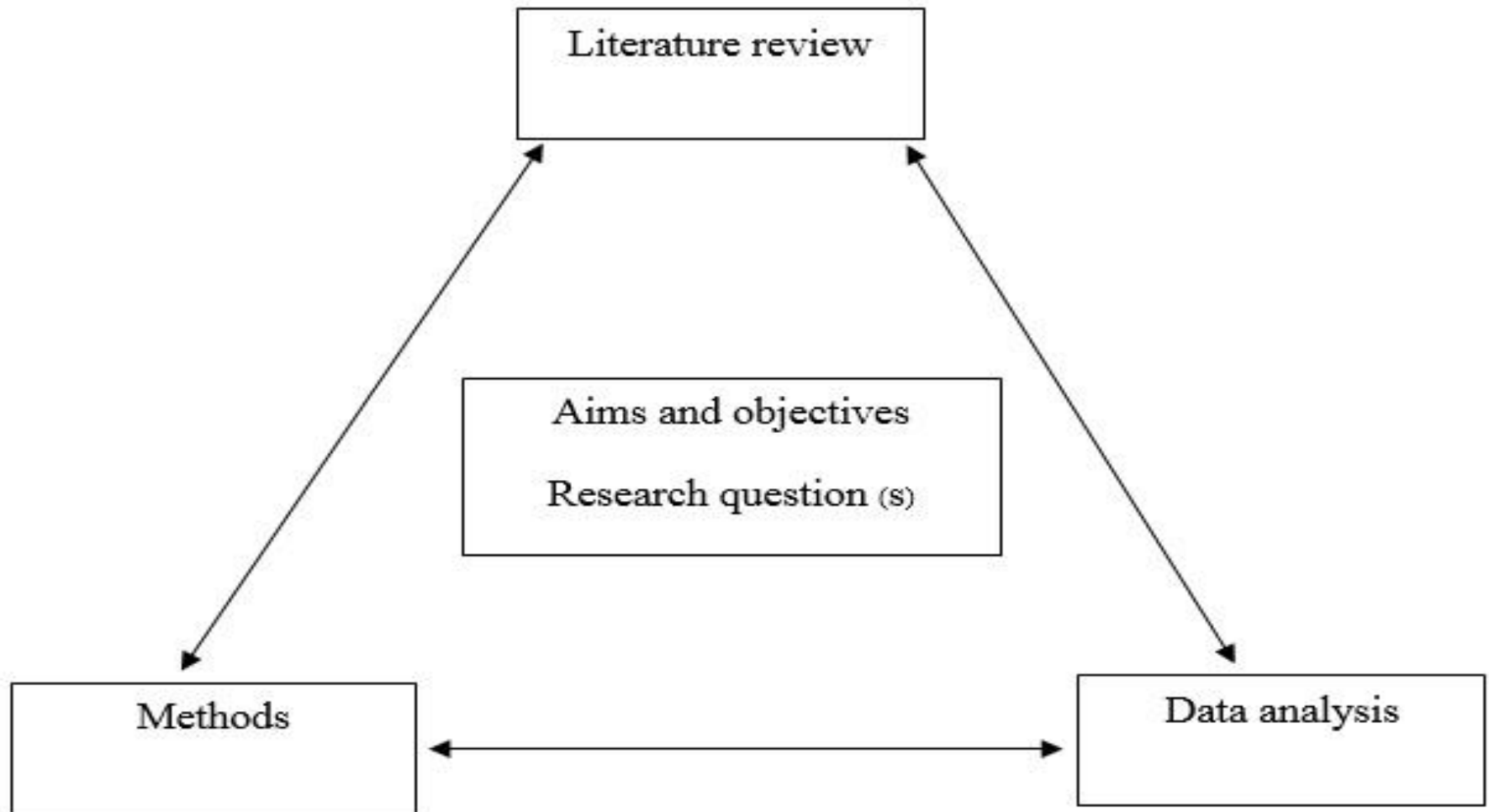
You will be able to discuss your findings in this chapter freely and usefully when you have good literature review.

□ Conclusion Chapter

This chapter provides a summary of the main findings from the research as well as the limitations of the study and its implication for further research on the topic or in the field.

The conclusion is an opportunity for researcher to reflect on the research process.

Linking the components together



Picture 1: Connections within your research

Linking the components together

- All chapters are equally important.
- Writing of your research is like writing a novel where every chapters are associated and connected.
- Readers can be cross read back and forth to understand this interaction (how each chapter affects one another and how all chapters are developed)
- There must be a continuity, logic and argumentation through the research report. A good research will provide readers to see connections between each chapter, for example between the literature review, the methods chapters and your data analysis.

Why is this linkage of these components important?

The literature review helps you to locate and contextualize your topic in the existing thematic body of knowledge on the subject. Your review of the current situations and related issues (for example, recent stage in the development of a product, the newest ideas and the most up-to-date features) on your subject helps you to refine as well as justify your aim (s)/ and objectives.

Your choice of methods has to be entirely appropriate to your aim (s)/ and objectives.

Your choice of analytical techniques, processes and measures has to be appropriate to the types of data you collected, and the methods you have used to generate the data.

The comparison of your data with those revealed in previously published studies must be significant and relevant, and contribute to an explanation of the real situation or context within the topic or area that you studied, and that are reflected in your findings.

Homework (Individual Study and Presentation):

Find a research paper (English one) in tourism (not longer than 4-6 pages). Read and do the following:

- (1) Explain what the research paper is about.
- (2) Identify what kind of the paradigm of that research paper.
- (3) Explain the connection between each component in that research paper.
- (4) Prepare a power point presentation to share the above to the class next week