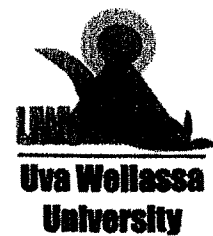


Uva Wellassa University

Faculty of Management



Degree of Bachelor of Business Management in Hospitality, Tourism and Events

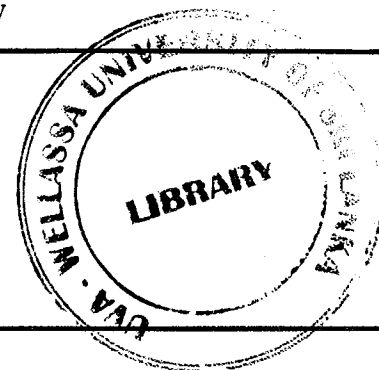
Management / in Entrepreneurship and Management

THIRD YEAR SECOND SEMESTER EXAMINATION – JANURARY/FEBRUARY -2016

EMG 324-2/HTE 322-2 Research Methodology

Instructions to candidates:

No. of pages	: Four (04)
No. of questions	: Four (04) Part A Three (03) Part B
Time	: Two (2) Hours
Marks allocated	: 100 Marks



Part A

Answer only three (03) questions including question number one (01).

1.

The importance of workplace learning as an effective way for employees to acquire knowledge and skills for individual competence development as well as for organizational effectiveness has been widely recognized (Doornbos, Simons, & Denessen, 2008). E-learning is considered as a one of the categories of workplace learning which refers to a wide set of applications and processes such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration (Rosenberg, 2006). According to recent industrial surveys, e-learning has accounted for a significant proportion of corporate investment (Little, 2010; SkillSoft, 2010). On the other hand, the literature reports that a key barrier to the success of e-learning initiatives in practices is a lack of adequate consideration on enhancing employees' engagement in workplace e-learning (Admiraal & Lockhorst, 2009). Further Doornbos et al., 2008 noted that, employees' engagement and participation in developmental activities is a critical issue in the workplace learning literature. A number of studies have been carried out to examine the antecedent factors such as work environment, training design, and trainee characteristics for trainees' motivation to learn (e.g., Doornbos et al., 2008). However, the impacts of the work environment factors on employees' motivation to use e-learning systems have not yet been theoretically modeled and empirically tested. To fill the gap in literature, this study proposed and tested a model of the impacts of organizational learning environment factors on employees' perception on, and intention of, using e-learning from the perspective of expectancy theory of motivation.

Managerial support is considered as a one of the organizational learning environment factors in literature. In literature, managerial support is concerned with trainees' perception and belief of the extent to which supervisors or managers give those opportunities and reinforcement for acquiring new skills, knowledge and attitude through participating in continuous learning and developmental activities (Facteau et al., 1995). According to the expectancy-theoretical model of training motivation, perceived managerial support may enhance trainees' perception and belief of the valence of the outcomes (i.e., supervisor recognition) gained through participation in learning. Empirical evidences for link between managerial support and perceived usefulness of learning can be found in prior studies (e.g., Chiaburu & Tekleab, 2005; Tharenou, 2001).

Further as per the past researchers it was noted that job support is reflect as an organizational learning environment factor. Job support refers to the degree to which trainees perceive that work characteristics such as autonomy and task assignments are designed to facilitate the attainment of skills, knowledge and attitude through learning and developmental activities (Kozlowski & Farr, 1988; Mathieu et al., 1992; Tharenou, 2001). From the expectancy-theoretical perspective, a high level of perceived job support for learning may motivate trainees' participation by cuing that mastery of new knowledge and skills will be instrumental in achieving valued extrinsic outcomes (e.g., better job performance). The link between job support and perceived usefulness of learning has been empirically evidenced in previous research (Mathieu et al., 1992; Noe & Wilk, 1993).

Apart from that, organizational support noted as a organization learning environment factor by past researchers. Organizational support represents the degree to which employees perceive that their employers support individuals' participation in development activities and value their learning through supportive organizational policies such as skill-based pay systems and visible rewards (Kozlowski & Farr, 1988; Tharenou, 2001; Tracey & Tews, 2005). Based on the expectancy-theoretical model, supportive organizational policies for learning may advance employees' belief about the valence and benefits of the outcomes gained from participation in learning. The positive link between organizational support and perceived usefulness of learning is empirically evidenced in literature (Maurer & Tarulli, 1994; Tracey et al., 2001).

Questions

- a) Based on the above information, find out the problem of the research and specify the types of research gaps it tries to fulfill.
(06 Marks)
- b) According to the above research article, develop three research questions in order to fulfill the research gap.
(05 Marks)
- c) Based on the above literature, develop **three** hypotheses.
(09 Marks)
- d) According to hypotheses you developed draw the conceptual model.
(10 Marks)
- (Total 30 Marks)**

2.

Discuss how research problem can be developing through ontology and epistemology perspective. Explain with suitable examples.

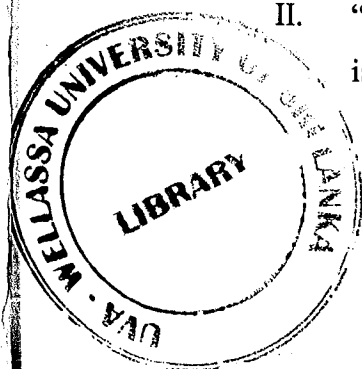
(Total 10 Marks)

3.

- a) Explain the factors affecting the reliability of a research instrument.
(05 Marks)
- b) Discuss seven units of theory?
(05 Marks)
- (Total 10 Marks)**

4.

- a) Differentiate "Research Method" and "Research Methodology".
(03 Marks)
- b) Differentiate "Exploratory Research" and "Explanatory Research"
(03 Marks)
- c) State that following statements are inductive or deductive
- I. "Kamal, Nuwan, and Punchi are all thin. They are the dancers, therefore all dancers are thin"
(02 Marks)
- II. "All teachers are nice. Ms. Mayumi is a teacher, therefore Ms. Mayumi is nice"
(02 Marks)
- (Total 10 marks)**



Part B

Answer all Questions

- (1) "Direct Observations are one of the most reliable methods to collect data for a research. Even though the observation method has its own advantages as well as disadvantages when compared with other data collection methods, it's not much popularized among social science researchers." Do you agree with this statement? Justify your answer.

(15 marks)

- (2) Differentiate between Systematic Sampling and Stratified Sampling. In social science research, what is the applicability and importance of both these types? Explain your answer with example.

(15 marks)

- (3) Write short notes on following topics. (4 marks for each)

- (a). Literature Review
- (b). Simple Random Sampling
- (c). Sampling Unit
- (d). Random Number Table
- (e). Plagiarism

(20 marks)

