NATIONAL UNIVERSITY OF POLITICAL STUDIES AND PUBLIC ADMINISTRATION

**SYLLABUS**
2025-2026

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|---|---|---|---|---|---|---|---|
| Course title | **Qualitative and quantitative research methods in economic sciences** | | | | | | |
| Year of study | I | Semester | II | Type of assessment: Ec – continuous, Es - summative | Ec | Course curricular category: C – compulsory, E – elective, As – associated | E |
| Number of hours in the curriculum | 28 | Number of individual study hours | | | 222 | Number of hours in the curriculum | 250 |
| Course Instructor | Prof. PhD. Elena-Mădălina Vătămănescu | | | | | | |

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| University | **SNSPA** |
| Doctoral School | **Management** |
| Domain | **Management** |

| **Specific acquired skills and knowledge** | |
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| Greatest importance among the specific acquired skills and knowledge | • Knowledge and understanding of the argumentative structure of a scientific endeavor;<br>• Knowledge and understanding of the academic writing norms required to write the theoretical, methodological and empirical sections of a research paper;<br>• Knowledge and understanding of the most used research methods, techniques, and software applications for conducting research in economic sciences;<br>• Knowing the principles and the rules to be complied with when opting for different research methods (i.e., survey, experiment, observation, etc.). |
| Medium importance | • Understanding the factors upon which the choice of a specific research method is based, in correlation with the research topic and objectives;<br>• Understanding the fundamental principles of analyzing and interpreting qualitative and quantitative retrieved data in order to use the research results for knowledge advancement;<br>• Identifying the particularities, the advantages and the disadvantages of the use of various research methods in investigating specific phenomena;<br>• Explaining the limitations of the research, as related to the research design and to the context in which the research has been conducted, in order to understand the relevance of the results for particular situations;<br>• Explaining the particularities of conducting research in contexts specific to economic sciences. |
| Medium importance | • Creating qualitative and quantitative research designs tailored for investigating situations specific to economic sciences in general and to management in particular;<br>• Developing qualitative and quantitative research instruments useful for collecting data in economic sciences in general and to management in particular;<br>• Creating a database (introducing and coding data);<br>• Conducting statistical analyses using SPSS and SmartPLS software applications in order to avail complex findings and multidimensional research implications. |

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| Lowest importance among the specific acquired skills and knowledge | • Applying the ethical aspects that have general value and pertinence in academia and in the economic research;<br>• Applying and assuming integrity-based values in executing complex, inter and multi-disciplinary tasks related to the doctoral research projects and endeavors;<br>• Promoting a high degree of openness and acceptance towards different opinions and the freedom of speech, as fundamental democratic values in research. |

| **Evaluation type** | **Percent in the final grade % (Total = 100%)** |
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| - Final examination | |
| - Continuous assessment during the semester | **40%** |
| - Preparing evaluation papers, essays, projects and presentations | **60%** |
| - Other activities ..... | |
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**Evaluation criteria**:

- Knowledge of fundamental concepts, methods and statistical applications in the studied field;
- Ability to correlate the theories with the empirical reality to create pertinent research designs;
- Ability to interpret, argue and support the findings of a conducted research;
- Ability to perform statistical analyses based on the results retrieved via data processing using SPSS and SmartPLS.

**Evaluation method:**

- Elaboration of a structured research paper using the reseach methods and techniques learnt during the classes.

| **Minimum performance standard** | **Maximum performance standard** |
|---|---|
| 1. At least 50% attendance at courses;<br>2. A satisfactory level in the elaboration of the structured research paper. | 1. Active involvement in the course unfolding;<br>2. An excelent level in the elaboration of the structured research paper. |

| No. | **Courses** |
|---|---|
| 1. | Introduction to the research methodology and ethics in research: the research process and topic selection |
| 2. | Developing the research design: the research problem, purpose, objectives, questions, and hypotheses |
| 3. | Systematic literature review: new tools for literature development |
| 4. | Bibliometric analysis using R package |
| 5 | Choosing the right methodology in relation to the research topic: qualitative versus quantitative research methods |
| 6. | Interview-based survey: using ATLAS.ti for data interpretation |
| 7. | Quantitative research: survey research, descriptive research, experimental research, correlational research, casual-comparative research |
| 8. | Questionnaire-based survey: constructs, variables, and indicators |
| 9. | Questionnaire-based survey: standardized versus non-standardized instruments. Measurement scales |
| 10. | Introduction in SPSS: types of variables and basic tests |
| 11. | Parametric and non-parametric tests in SPSS |
| 12. | Introduction in PLS-SEM (SmartPLS) |
| 13. | Evaluation of the measurement model |
| 14. | Evaluation of the structural model |

| No. | **Bibliography** |
|---|---|
| 1. | Berg, B.L., & Lune, H. (2017). *Qualitative research methods for the social sciences* (9th edition). Boston: Pearson Education. |
| 2. | DeVellis, R.F. (2011). *Scale Development: Theory and Applications* (3rd edition). Newbury Park: Sage. |

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| 3. | Diamantopoulos, A., Sarstedt, M., Fuchs, C., Wilczynski, P., & Kaiser, S. (2012). Guidelines for Choosing Between Multi-item and Single-item Scales for Construct Measurement: A Predictive Validity Perspective. *Journal of the Academy of Marketing Science*, *40*(3), 434-449. |
| 4. | Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. A. (2022). *A primer on partial least squares structural equation modeling* (PLS-SEM) (3rd ed.). Sage. |
| 5. | Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review, 31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203 |
| 6. | Ringle, C. M., Wende, S., & Becker, J. M. (2024). *SmartPLS 4. SmartPLS*. https://www.smartpls.com |
| 7. | Ringle, C. M., Sarstedt, M., Sinkovics, N., & Sinkovics, R. R. (2023). A perspective on using partial least squares structural equation modelling in data articles. *Data in Brief, 48*, 109074. https://doi.org/10.1016/j.dib. 2023.109074 |
| 8. | Sarstedt, M., Hair, J. F., Jr., & Ringle, C. M. (2023). "PLS-SEM: Indeed a silver bullet" – Retrospective observations and recent advances. *Journal of Marketing Theory and Practice, 31*(3), 261–275. https://doi.org/10.1080/10696679.2022.2056488 |


**Estimation of the total number of individual study hours per semester**

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| 1. Understanding lecturer handouts | **10** | | 8. Oral presentations preparation | **10** |
| 2. Written course study | **20** | | 9. Final exam preparation | **40** |
| 3. Reading recommended bibliography | **40** | | 10. Tutorials | **0** |
| 4. Additional library documentation | **30** | | 11. Field documentation | **5** |
| 5. Specific activity for preparing labs and seminars | **20** | | 12. INTERNET documentation | **7** |
| 6. Elaborating evaluation papers, essays, translations, projects, etc. | **40** | | 13. Other activities ..... | **0** |
| 7. Preparing tests | **0** | | 14. Other activities ..... | **0** |

**Total number of individual study hours (per semester) = 222**

Date of completion Signature of the course instructor Signature of the Doctoral School Director

26.09.2025