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**College of Education for Humanities**  
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**Educational Research**

**Chapter One: The Process of Conducting Research**  
**Using Quantitative and Qualitative approaches**

**(2)**

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## **Chapter One: The Process of Conducting Research Using Quantitative and Qualitative approaches(P:16)**

### **What is Research?**

Research is a process in which you engage in a small set of logical steps. You can approach research in two ways through a quantitative study or qualitative study depending on the type of problem you need to search. Your choice of one of these approaches will shape the procedures you use in each of the six steps of research.

In this chapter we explore the similarities and differences between these two approaches. At the end of this chapter you should be able to define and describe the importance of educational research, describe the six steps in the process of research and identify the characteristics of quantitative and qualitative .

### **A definition of Research and its Importance**

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issues. Research consists of three steps:

- 1-pose a question
- 2-collect data to answer the question
- 3-present an answer to the question

### **Research is important for three reasons:**

#### **1-Research adds to our knowledge**

Educators strive continual improvement. This requires addressing problems or issues and searching for potential solutions. Adding to knowledge means that educators undertake research to contribute to existing information about issues. Research plays a vital role in addressing these issues. Through research we develop

results that help to answer questions, and as we accumulate these results we gain a deeper understanding of the problems.

### **How can research specifically add to the knowledge base and existing literature?**

1-A research paper might provide a study that has not been conducted and thereby fill a void in existing knowledge .

2-It can also provide additional results to confirm or disconfirm results of prior studies.

3-It can help add to the literature about practices that work or advance better practices that educators might try in their educational setting.

4-It can provide information about people and places that have not been previously studied.

### **2-Research improve**

### **practice**

1-Research is also important because it suggests improvements for practice.

2-Armed with research results, teachers and other educators become more effective professionals. This effectiveness translates into better learning for kids.

3-For instance, through research personnel involved in teacher education programs in schools of education know much more about training teachers today than they did 20 years ago.

4-Teacher trainers today know about the academic capabilities of students, the characteristics of good teacher training programs, the recurring practices in teacher training program, the need to challenge student beliefs worldviews, and the tensions teacher educators face within their institutions.

5-Research offers practicing educators new ideas to consider as they go about their jobs. From reading research studies, educators

can learn about new practices that have been tried in other settings or situations.

6-Research also helps practitioners evaluate approaches that they hope will work with individuals in educational settings. This process involves sifting through research to determine which results will be most useful.

7-Research helps the practicing educator build connections with other educators who are trying out similar ideas in different locations.

### **3-Research informs policy debates**

1-It helps educators become better practitioners,

2-Research also provides information to policy makers when they research and debate educational topics.

3-Policy makers may range from federal government employees and state workers to local school board members and administrators, and they discuss and take positions on educational issues important to constituencies. For these individuals, research offers results that can help them weigh various perspectives. When policy makers read research on issues, they are informed about current debates and stances taken by other public officials.

4-To be useful research needs to have clear results, be summarized in a concise fashion, and include data-based evidence

### **The Six Steps in the Process of Research**

1-Identifying a Research Problem

2-Reviewing the Literature

3-Specifying a Purpose for Research

4-Collecting Data

5-Analyzing and Interpreting the Data

6-Reporting and evaluating Research

**The Characteristics of Quantitative and Qualitative Research in each of the six steps**

**Qualitative research characteristics**

1-Exploring a problem and developing a detailed understanding of a central phenomenon.

2-Having the literature review play a minor role but justify the problem .

3-Stating the purpose and research questions in a general and broad way so as to the participants' experiences.

4-Collecting data based on words from a small number of individuals so that the views are obtained.

5-Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings.

6-Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.

**What are the similarities and differences between Quantitative and Qualitative research?**

**Similarities**

1-both forms of research follow the six steps in the process of research.

2-in the research problem section both sections need to be established the importance of the problem.

3- in the data collection procedures both quantitative and qualitative data collection may employ similar approaches, such as interviews, or observations.

**Differences**

1- (problem) in quantitative research, the research problem section is used to direct the types of questions or hypotheses asked in the study. Where as in the qualitative research, the research problem discussion is used to establish the importance of the central idea.

2-(data collection)Quantitative approaches use more closed-ended approaches where as qualitative approaches use more open-ended approaches.

3-(data analysis) the procedures are quite different , in quantitative research the investigator relies on statistical analysis (mathematical analysis) of the data, which is in numeric form. In qualitative research statistics are not used to analyze the data, instead, the inquirer analyzes words (transcriptions from interviews or images, photographs)

4-(The reporting format) in quantitative research structure following the typical introduction. Literature review, methods, results and conclusion sections. In qualitative research some of these sections may be missing.

5-Aquantative researcher has taken some courses or training in measurement, statistics and quantitative data collection such as experiments correlational designs or survey techniques. In qualitative researcher need experience in field studies in which they practice gathering information in a setting and learning the skills of observing or interviewing individuals.

### **How do you choose whether to use a quantitative and qualitative approach?**

There are three important factors:

1-match your approach to your research problem.

2-your approach needs to fit the audience(s) for the research report.

3-Relate your approach to your personal experience and training.

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