John W. Creswell

Approaches
Quantitative & Qualitative
Research Design

Quantitative

Research

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The design of a study begins with the selection of a topic and a par...
A Framework for the Study

A Focus for the Study

Research Design

A Focus for the Study

Research Design
<table>
<thead>
<tr>
<th>Quantitative and Qualitative Paradigm Assumptions</th>
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<tbody>
<tr>
<td><strong>Quantitative</strong></td>
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<tr>
<td>Reality is objective and singular</td>
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<tr>
<td>Assumptions based on objective and measurable phenomena</td>
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<tr>
<td>What is the nature of reality?</td>
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<tr>
<td>Assumption</td>
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<tr>
<td>Reliability is objective and singular</td>
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<tr>
<td>Based on set definitions and criteria</td>
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<tr>
<td>Reliability is independent from the researcher</td>
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<td>Theoretical framework is focused on the researcher</td>
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<td>Assumptions of the paradigm</td>
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Weber and Kant (1981) differentiated between the two paradigms, noting the importance of understanding the assumptions underlying each approach. The quantitative paradigm focuses on objective, measurable phenomena, while the qualitative paradigm centers on subjective experiences and meanings. These distinctions are crucial for researchers to consider when choosing a methodology for their studies.
A Framework for the Study

A Simple Paradigm

In contrast to the predominant qualitative research approach, the predominant quantitative method of research involves the use of a single research paradigm. This paradigm is characterized by a focus on the collection of empirical data, the use of statistical analysis, and the reliance on objective measures. The paradigm is based on the assumption that the world is inherently deterministic and that the researcher can observe and measure phenomena accurately.

The paradigm is further subdivided into two main approaches: positivist and constructivist. The positivist approach emphasizes the use of empirical evidence and objective measurement, while the constructivist approach focuses on the subjective meanings and experiences of individuals.

The paradigm is often criticized for its neglect of social and cultural contexts, its emphasis on individualism, and its tendency to reduce complex phenomena to simple, measurable variables.

In contrast, the qualitative research approach is characterized by a focus on the understanding of phenomena in their social and cultural contexts. This approach involves the use of non-empirical methods, such as interviews, observation, and textual analysis, to understand the subjective meanings and experiences of individuals.

The qualitative research approach is often criticized for its lack of objectivity and its reliance on subjective interpretation, but it is argued that this approach provides a more comprehensive understanding of complex phenomena.

The paradigm and the qualitative research approach are not mutually exclusive, and many researchers use aspects of both approaches in their work. However, the paradigm is often criticized for its lack of attention to the subjective and contextual aspects of phenomena, and the qualitative research approach is often criticized for its lack of objectivity and its reliance on subjective interpretation.

In conclusion, the paradigm and the qualitative research approach are both valuable in research, and the choice of approach should be based on the research question and the nature of the phenomena under study.
Table 1.2 Reasons for Selecting a Paradigm

<table>
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<tr>
<th>Qualitative Paradigm</th>
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<tr>
<td>A researcher's comfort with the ontological, epistemological, methodological assumptions of the qualitative paradigm.</td>
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<tr>
<td>Researcher's writing skills, computer literacy, reading, library use.</td>
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<td>Qualitative assumptions often used in qualitative research.</td>
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<tr>
<td>Researcher's expertise in qualitative research.</td>
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<td>Researcher's familiarity with qualitative research.</td>
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How then, does one choose between the qualitative and the quantitative paradigms? This is the question that arises and requires a thorough understanding of the research design and the methodological framework.
In qualitative methods, it is important to understand the larger context of the phenomenon under study. Researchers often collect data through interviews, observations, and other forms of naturalistic inquiry. The data collected can be analyzed through various techniques, such as content analysis, thematic analysis, and grounded theory, to identify patterns and themes that emerge from the data. These methods are particularly useful in understanding complex social phenomena, where traditional quantitative approaches may not be sufficient. The use of qualitative methods allows researchers to explore and understand the deeper, more nuanced aspects of human behavior and social processes.
The plan shown in Example 1 is a standard format for a social science study. It consists of a series of sections, each addressing a different aspect of the research question.

**Example 1**

- **Introduction**
  - Background
  - Need for the Study
- **Literature Review**
- **Methodology**
- **Data Collection**
- **Data Analysis**
- **Findings**
- **Discussion**
- **Conclusion and Implications of the Study**
- **References**
- **Appendices**

This framework is designed to provide a clear and structured overview of the research process. It ensures that all relevant aspects are covered, from the theoretical background to the practical implications of the findings.

In the study of a new type of social phenomenon, it is essential to address the following key areas:

1. **Theoretical Framework**
2. **Methodological Approach**
3. **Data Collection Methods**
4. **Data Analysis Techniques**
5. **Results and Discussion**
6. **Conclusion**

By following this structured approach, researchers can ensure that their work is thorough, systematic, and comprehensive, leading to meaningful and valuable insights.
SUMMARY

The framework and the method type one considers the methodology. This chapter, titled "Data Collection Techniques," explores various data collection methods, focusing on qualitative and quantitative approaches. The chapter aims to provide researchers with a comprehensive understanding of the methodologies used in social science research, emphasizing the importance of selecting the appropriate method for the study. Key sections include a discussion on qualitative and quantitative data collection techniques, research design considerations, and ethical issues in data collection.

Example 2: Qualitative Research

The chapter includes an example of a qualitative research study, focusing on the significance of the research question. This example illustrates the process of selecting a research design, data collection methods, and analysis techniques. The example highlights the importance of addressing ethical considerations and the need for a clear, well-defined research question.

Appendices

The appendices provide additional resources and tools for researchers, including a glossary of terms, a list of abbreviations, and references for further reading. These resources are designed to support researchers in their methodological choices and data analysis processes.
1. Develop a table of contents for the study, based on one of the formats presented in this chapter.

2. Develop a table of contents for the study, based on the format of the entire study.

3. Draft a working title for your study. Use the suggestions above.

**WRITING EXERCISES**

For designing qualitative and quantitative studies, the format for the entire study will have been provided, this exercise is for proficiency.
A Framework for the Study of Graduates of Doctoral Educational Leadership Programs

The need for a qualitative, research-based approach to the study of graduates of doctoral educational leadership programs is evident. The research conducted by educators and researchers in these programs is crucial for understanding the impact of these programs on the development of educational leaders. The study of graduates of these programs can provide valuable insights into the effectiveness of these programs and help educators and policymakers make informed decisions about the future of these programs. The study can also help educators and researchers identify areas for improvement and development.

The study can be approached from a theoretical and empirical perspective. The theoretical perspective can involve the use of qualitative research methods to explore the experiences of graduates of doctoral educational leadership programs. This can include interviews, focus groups, and case studies to understand the unique experiences of these graduates. The empirical perspective can involve the use of quantitative research methods to examine the outcomes of graduates of these programs. This can include surveys, assessments, and other forms of data collection to evaluate the effectiveness of these programs.

In conclusion, the study of graduates of doctoral educational leadership programs is essential for the development of effective educational leadership programs. By examining the experiences of these graduates, educators and researchers can gain a deeper understanding of the impact of these programs and make informed decisions about their future.

References