

Chapter 1 : Some Examples of Qualitative Research

Some examples of qualitative research include a study on the culture of a religious school to evaluate the same as an alternative to public education, a research to increase patronage of a retail store, and more.

Participants readily spoke about the four topics raised in the interviews. Both residents and family members preferred that care be provided in the nursing home when possible, although for slightly different reasons. They also had different views on how decisions about locus of care should be made. Preferred locus of care

Both residents and family members largely preferred that pneumonia be treated in the nursing home. This appears to be a function of both their beliefs about pneumonia and how they define good care. Both groups of participants believed that hospital care is clearly necessary for some conditions. Although all residents in the study had been diagnosed with pneumonia or a LRI, and two of them had even been hospitalized for this condition, they were generally not very concerned by such a diagnosis. I know they have taken people from here to the hospital. I guess when they get pretty bad Family members were more concerned than residents about the diagnosis of pneumonia, recognizing that it could be a serious illness in the elderly. However, many of them still felt that it can usually be managed on-site: With the antibiotics that they have now, and the [fact that the] nurse came in every day and checked her every day [for] the oxygen level, the care was terrific. The man has no quality of life at all; zero I think they have more time here – not that they have a lot of time, but they seem to have more time than in the hospital. He goes to the office and then shoots down the hall! These participants, like the residents we spoke with, thought that a caring attitude and personal attention from nurses are signs of good care: Although family members generally preferred that care be given in the nursing home, they were much more critical than the residents of the care provided in LTCFs. It takes so long before [the nurses] come Although not a major theme, some concern was also expressed over the level of training that staff receive: Many of these participants stated that they did not want to go to hospital even though one can receive good care there. I am friends with everybody. You want to be in your own room. Some residents also mentioned the inconvenience that going to hospital caused family members. Family members also preferred that their loved ones receive pneumonia care in the nursing home, although they were more willing to accept that hospitalization might be necessary. This was particularly the case if the LTCF resident had dementia: She had the whole floor in an uproar. My mother is already there. Even when not so overwhelmed, residents generally wanted their doctors to make the treatment decisions for them. That is not my person [ality], not at all. In one instance, a resident admitted that she had voiced her preference to the nurse, but explained she would never talk that way to her doctor. If I have a problem with their suggestion, they can always go to option two with me. Unlike the residents, family members were quite willing to voice their care preferences. Despite clearly stating this central role, many family members also admitted that they would usually take the advice of staff: In this study on nursing home-acquired pneumonia, we captured the voices of both residents who were capable of making their own decisions in regards to their care and of family members speaking on behalf of residents who were incapable of expressing themselves. Both of these groups preferred that care be provided in the nursing home, although family members were more open to the idea of providing residents with hospital-based care. For both groups of study participants, comfort and personalized care were the two most important components of care and were perceived as being more available in LTCFs. Regarding treatment decision-making, family members believed that their preferences are regularly taken into account by LTCF staff, although many reported they would most likely take staff recommendations. Residents, on the other hand, felt that doctors should make treatment decisions, including locus of care. They were also much more hesitant than family members to express treatment preferences or criticize their care. Other studies that have investigated resident preferences for care such as [7] and [8] have found a greater preference for hospital care. One plausible explanation for the discrepancy between the study findings may be that people tend to respond differently to questions about preferred locus of care if they are asked about hypothetical versus actual situations. The role of the nursing home or LTCF is another factor that should be taken into account when developing programs to ensure patient- or resident-centred care. In LTCFs, where residents are

personally known by staff and volunteers, the more personalized aspects of care, as well as biomedically appropriate treatments, are often available. This means that both disease- and illness-related changes in residents can be addressed when in situ care is provided. This was important for even those family members who indicated that an older person with pneumonia may receive better medical care in hospital. However, little research has focused on understanding the reasons why residents prefer certain aspects of care or where such care is provided. Another reason may be that Bowers et al. It may be that people may evaluate normal, day-to-day care, such as the provision of meals and medications, differently than care received when they are ill. Our findings suggest that for acute care in the nursing home, residents may value comfort and caring related to their illness experience more strongly than the technical aspects of care that are more often associated with disease and hospital-based care. It may also play a vital role in enhancing resident cooperation with care plans, thereby improving health outcomes [19]. However, residents who do not want to play an active decision-making role may still want doctors to consider their preferences when faced with choices about their care [20]. Our findings are consistent with the literature in which older patients have been consistently shown to want less information and take a less active role in the treatment decision-making process [21 - 23]. In this study, we also found that residents were more hesitant to express their care preferences to physicians than family members. This may be related to their reluctance to criticize care also noted in other studies; cf. It may also be due to the role that family informal caregivers fill, which is to advocate on behalf of their loved ones in acute and long-term care facilities. It is important to note that in the LTCF setting, research and patient-centred models acknowledge the pivotal role that family members play in decision-making and quality assessments. This research suggests that residents and family members may differ in their evaluations of care and their preferences for involvement in the decision-making process. Consequently, providing resident-focused care will require the understanding of both perspectives, particularly among people responding to actual illness episodes. There are several limitations of this study. Although it is important to capture the voices of nursing home residents, interviewing residents can be challenging. Residents often have trouble expressing themselves and providing in-depth explanations, two key components of qualitative research. In some cases, residents conflate illness episodes over their lifetimes, making it hard to identify the specific context of their descriptions. Because of the limited number of participants and the cross-sectional nature of the study, we were not able to identify important variables that may influence resident or family member perspectives on care and determine if or how they change over the course of an illness. Our findings may be limited by the fact that no male nursing home residents were interviewed. However, it should be remembered that nursing home residents are mostly women. This is similar to American profiles of nursing home residents where the ratio of women to men is approximately 3 to 1 [26]. The preferences of other family members and residents who cannot clearly express themselves may be different. This study may be a good example of how qualitative studies can identify the underlying reasons for preferences around locus and type of care for older adults but not the prevalence of such views. To answer that question, quantitative surveys of larger numbers of individuals randomly selected from among LTCF residents and their families would be needed. Building on this research, we would hope that future studies on this important topic explore the views of a broad range of residents and family members using a variety of methods, such as interviews, observation, and surveys, in order to more fully investigate factors that might influence the preferred locus of pneumonia care of residents and their family members. This includes individual factors such as cognitive status, length of stay in the nursing home, past illness and hospital experiences and contextual variables such as quality of care and consistency of staff. It is also important to develop and use innovative research methodologies tailored for the nursing home setting to assess preferences for care and desired involvement in the decision-making process. Conclusion The findings of this study have important implications for both future practice and research on pneumonia care for nursing home residents. Our work suggests that efforts to provide more on-site care are consistent with resident and family member preferences. The provision of acute care in nursing homes may become a more widely accepted option once additional work has been done to increase public awareness of the clinical skills and resources available in that setting, and of resident and family views supporting in situ care. Nursing homes may benefit from highlighting their ability to meet both

disease- and illness-related facets of care, providing both state-of-the-art medical care as well as the personal attention and comfort measures that residents and family members consistently identified with good quality care. Although we are not recommending that nursing homes base their choice for locus of pneumonia care only on stated preferences by residents, we do suggest that even those seniors who do not want to be actively involved in making treatment decisions may have strong preferences for in situ care. Competing interests The author s declare that they have no competing interests. SCC collected the data, performed the data analysis, and drafted the manuscript. ML provided general supervision and assistance in the interpretation of the findings. LL supervised the data collection and analysis, and contributed to the interpretation of the findings. All authors read and approved the final manuscript. New estimates of lifetime nursing home use: Characteristics of elderly nursing home current residents and discharges: Risk factors for pneumonia and other lower respiratory tract infections in elderly residents of long-term care facilities. Factors associated with hospitalization and outcome of elderly long-term care patients with pneumonia. *J Gen Intern Med*. Does hospitalization impact survival after lower respiratory infection in nursing home residents? From home to hospital and back again: Treatment of recurrent aspiration pneumonia in end-stage dementia: Patients and Healers in the Context of Culture. University of California Press; The dance of interpretation. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Writing the narrative report; pp. Analyzing and Reporting Focus Group Results. *The Focus Group Kit*, vol 6. Culture, illness, and care:

Chapter 2 : Examples of qualitative research paper

When applying qualitative research methods, the emphasis is put on the natural setting and the points of views of the research participants. Additionally, special consideration is given to the researcher as person.

Business owners are constantly gathering information to help develop strategies to improve marketing and sales. Quantitative research really targets the statistics and size of your target customer, whereas qualitative research tries to get into the mindset of that group. When doing qualitative research, consider these examples to use or modify to suit your business needs. Look for trends where buyers are purchasing things at higher volumes. Electronics distributors know that the holiday season is a peak market for sales. Life insurance agents know that spring and summer wedding months are good seasons for targeting new clients. The trends help illustrate part of the "why" buyers are making a decision to purchase at that particular time. When it comes to electronics, families will justify the bigger ticket purchase as gifts, while also taking advantage of the major sales. In the case of newlyweds, a new couple has a reason to get insurance to protect a new spouse and any children they plan to have. Credibility of Information A lot of quantitative research comes from surveying clients or prospects. This is achieved in many ways. Online reviews from existing customers are one way to learn what clients think of your products and service. You can also send out official surveys, conduct focus groups or hold beta testing for a select group of clients before rolling out a new product. Whatever method you choose, make sure you have a large enough sample to make the information credible. For example, assume you are launching a new video game, and you hold a focus group of 12 people. The sample is too small. Holding focus groups in 20 geographic regions, with each region hosting a group of 12 for each market segment perhaps age ranges , would be a better way to establish credibility in the feedback. If there are major innovations breaking through in your industry, it is possible to use that industry data and to adapt it to your marketing needs. For example, the influx of hacking and hijacking of cloud-based information has made internet security a topic of many industry reports. An IT professional using these reports is better able to understand the problems his IT clients are facing. As a result, he can provide solutions they already know they need. It is important when using any qualitative research methods to cross-reference them with the quantitative data, and to continue to survey prospects and customers to build a stronger database of useful information.

Chapter 3 : Example of a Research Paper

Compare qualitative research to quantitative research, which looks at patterns in numeric data. For example, if you want to study whether a gun buyback program helps reduce gun violence, you could.

A Short, Quick and Easy But Sure Shot Guide For Writing Qualitative Research Proposal Writing research proposal in qualitative research becomes such a daunting task for the students that they often ask their friends for the favor but what if they are not able to do it as well? Why not do it on your own then???? Here is a quick guide that will assist you in writing qualitative research proposal. Now, let us introduce you an outline of how to write a qualitative research proposal

How to write a qualitative research proposal; abstract? Briefly tell what your paper is going to be about. Do not include unnecessary information in this part. Be brief and up to the point. Only the most essential data should be presented here. Do not forget to mention the key words.

How to write a qualitative research proposal; introductory part? Prove that your research is worth attention and the chosen topic is worth investigating. Why did you pick out this very issue for consideration? What makes you believe it is significant for the research community? What goals did you set? Answer these questions while writing a qualitative research proposal.

How to write a qualitative research proposal; methodology? What methods are you going to use to conduct research? Explain why the chosen methods are the most suitable for your particular case. Prove that you have enough information and sources to start working.

How to write a qualitative research proposal; concluding part? Try to evaluate and predict the results of your work. Here, prove once again that your work is important and introduce the benefits of your research. Be persuasive and clear. As you can see, writing a qualitative research proposal is not that difficult. Just make sure you know what you are talking about and be ready to prove your ideas. Get your Research Topic Brief of words on your field of study in just business days including

2: Spark new ideas Know the structure and format of the dissertation Know what to include in each chapter and much more

Chapter 4 : Qualitative Examples

Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication. This method is not only about "what" people think but also "why" they think so. For example, consider a convenience store looking to improve its.

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Chapter 5 : Research Paper Example - A Sample of an Academic Paper

When doing qualitative research, consider these examples to use or modify to suit your business needs. Buyers' Trends One way to start your qualitative research analysis is to look at historical.

Formulating A Qualitative Research Question 1. What Is Qualitative Research? When planning a research project, a good starting point is to think about your own position regarding how you see the world. What do you think can be studied? Is there a real objective world out there that we can examine as researchers? Or can we only examine constructions of something that might be real, true and objective? Or is everything a construction? If you have never thought about this and you want to conduct scientific research, a recommendation is to read the seminal works by Thomas Kuhn and Paul Feyerabend: Kuhn shows that many of the great scientific discoveries were made by chance rather than by applying a rigid methodology. Thus, we can never be sure whether our knowledge is in fact objective or whether it is limited to what we are able to see at the moment. The limitations may be of technical or cognitive nature. Kuhn provides examples where scientists have not recognized obvious facts just because they did not believe that they could exist. When you are interested to find out more about the way science works, I recommend reading the book yourself. For all readers with German language proficiency, I suggest the book by Wallach on the philosophical basic of science. Feyerabend is another must-read if you are interested in the philosophy of science. He became known as revolutionary scientists and most readers are likely to have heard about his famous methodological conclusion: A famous quote is: What is qualitative research and how can we define it? This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Additionally, special consideration is given to the researcher as person. He or she is not the independent observer in a white coat – a picture that is often drawn when natural scientists are depicted. As Denzin and Lincoln write: We can only see what our class, culture, race, gender or other factors allows us to recognize. There are plenty of examples for this in our everyday life. One day I needed a longer cable and asked the secretary whether the institute had such a cable. I had already looked through the cupboard where the cables are stored but did not find anything. The secretary then went together with me to the same cupboard and gave me a long transparent cable. I had looked for something black and therefore did not see it. The same happens when you conduct research and simply do not consider that the thing you look for might be red or blue or even patterned instead of black and white. There are numerous famous examples where major discoveries were delayed or where observations were ignored because they did not fit prevalent theory and thus inhibiting progress and knowledge generation. When you are interested, take a look at the already mentioned books by Thomas Kuhn and Paul Feyerabend. I am not sure whether you, the reader, already have a clear position about how you see the world that you want to examine in your research project. But you should grasp by now that qualitative research is not desk research, we go out into whatever we consider the real world, observe and talk to people, interact with them aiming to understand what is important to them and how they perceive the world. Self-reflection is our constant companion and from the very beginning to the end of a research project it is important to consider who we are, how we are perceived by others and as what kind of person we enter the field. This also influences the type of research question we select. Very reassuring for beginning researchers, he states that research follows a uniform structure, which applies to our everyday life as well as to science. In other words, there are familiar elements in conducting research and we can draw on knowledge that we already have gained in our everyday life. Dewey describes the research process as follows: It is a situation that makes us feel disturbed, troubled, confused; it is ambiguous and contradictory. This leads us to formulate a problem statement and to determine a way to solve this problem. Dewey puts it very simply: In consequence, research is and should be based on real life problems and should not contain fictitious elements. Often questions are derived from the personal biography or social context of the researcher. The connection between social context and personal biography is for example obvious in the following student projects I supervised in the past: This is very important as the problem statement is like a lens through which you look at reality, it reduces the complexity of reality and

structures the research field. Further, you derive more detailed research questions and hypothesis from it and this can only work successfully when the point of departure, the stated problem, is comprehensible and unambiguously spelled out. See also the chapter on research design for computer-assisted analysis in di Gregorio and Davidson Sign Up for our Newsletter 3. The Literature Review Once you have an idea what you want to study, you should spend a number of hours or days in the library. Maybe someone else has already solved your problem or there are existing studies that have looked at the same or similar issues you are interested in. This does not mean that you have to start all over again and think of a new topic for your research project. Maybe other researchers before you have looked at different aspects, or maybe the study was conducted a long time ago and repeating it would be fruitful. Or it can be the case that in previous studies a quantitative instead of qualitative approach was chosen; you could add to it by approaching the topic from a qualitative perspective. In the main, it is essential to know on what kind of information you can build on and how you can contextualize your study. If you cannot find anything in your first search for literature, look for comparable topics. Others may not have exactly researched the issue you are interested in but something very similar, e. Look a bit to the left and to the right of the topic you are interested in when searching for key words in library catalogues. Another issue is type of literature. Often my students come back from a first visit to the library and tell me that they found a few books but two out of the three are loaned for the next three months. Books are okay to look at, but for other reasons than finding up-to-date research results. The first places where new findings are disseminated are at conferences. The resulting papers are often published in conference proceedings. The next steps are journal publication, followed by chapters in edited volumes and possibly single authored books. Look at books for classical research studies, for gaining an overview of the research field, the major theoretical frameworks used and for definition of established terms. Words used in everyday language like stress, motivation, violence, emotions, employment, unemployment, nationalism and so on, may have specific meanings in a scientific context different from everyday practice. In order to formulate good research questions, you need to define your major terms. Rather than inventing your own definitions, it is better to look at the various alternatives offered in the existing literature. Then make an informed decision. After a while, you will know the major journals in your field and it becomes much easier to find relevant articles. Besides, the authors of such articles have done a literature search themselves. Once you have found a handful of good articles, begin to read. Most likely, you find interesting articles referenced in these papers and thus the bibliographies put together by other authors are another good source when looking for relevant literature. For further information see for example: Formulating A Qualitative Research Question With this background knowledge you are ready to formulate your own research questions. In qualitative research we ask things like: What is done, what kind of steps are followed in what kind of order, what kind of strategies are used, what are the consequences of doing or not doing something, why is this like this, wherefore is it done and why? Below you find a selection of qualitative research question based on my teaching practice that present good and not so good examples: How do elderly people living in a retirement home perceive their situation and how are they dealing with it? This question can be approached using a qualitative approach as you can talk with the elderly about it. A questionnaire is not appropriate as you can probably not come up with all the possible answer categories. How does the image of the ideal man influences the male population between the ages 20 and 35? The question, as formulated above, is probably difficult to answer in either a single qualitative or quantitative study. One first needs to know what the image of the ideal man is. Maybe there is not just one but a number of ideal images. This question could be followed up on in a qualitative study. For finding out how this influences a particular segment of the male population, however, a representative survey would need to be conducted. What are the special challenges that students who are born in Germany and have an immigrant background face? Generally, this question can serve as basis for a qualitative study but it needs some further clarification. In Germany, we have immigrants from lots of different backgrounds: Some are Muslims, some are Catholics and others are atheists. And they came for different reasons: Hence, it is to expect that each group faces different challenges. It is thinkable to design a study where all groups are included, but this would be very large and extensive qualitative research project. The advice here is to narrow the question to one particular group of immigrants. What kind of emotions and

attitudes motivate individuals to take part in mass events? This question also requires some modification. On the one hand it needs to be more specific with regard to the kind of individuals and the kind of mass events to be studied. On the other hand, it might be worthwhile to extend the question by including individual background, life situation and the like. The focus on emotions and attitudes most probably is too narrow.

Chapter 6 : Explore four methods for collecting qualitative research

Research paper types quantitative and quantitative essay relationship with friends pen (research based paper example pdf) the 20th century essay fox mambo The research paper sample vitae Phrases for essay conclusion tips impact of tourism essay hook examples.

Tommy Pratomio A short essay on three research methods in qualitative: Interview, focus group and ethnography This essay discuss about three research method in qualitative. They are qualitative interview, focus group and ethnography. Also, rambling is often suggested as long as it gives interviewer insight for what is important or relevant. Becoming a good interviewer needs practice and evaluation to have an ability to guide the questions and focus to the study. Moreover, the researcher has an obligation to determine what is important and what is ethical and also the accuracy of the results. This method also has high flexibility that it can be combined with other qualitative methods such as ethnography or focus group discussion, even it also could be employed with quantitative methods like structured interviews. For example, some kind of information type cannot be captured through interviews such as dynamics of a meeting before a decision was issued. Also, some deviant activity within an organisation is easier to access with another method such as participant observation, i. Focus Group A focus group is a form of group interviewing which consists of several participants including moderator. It relies on an interaction within group members based on topics that are supplied by the researcher in order to have an emphasis on a particular topic; the dynamics upon interactions within the group; and the joint construction of a common understanding on a particular issue Morgan, The main advantage of this method is to draw upon aspects from respondents, such as their attitudes, feelings, experiences, or beliefs in a way which would not be feasible if using other methods. These aspects may only be revealed in a social gathering when an interaction among members occurs within this group. In this method, researchers are able to gain a larger amount of data in a shorter period of time compared to an observation Gibbs, Sometimes, an individual will argue or challenge each other for any specific issue. Because of its many advantages, the focus group is not only used extensively in market researches, but also for other purposes i. There are limitations of focus group method, for example, the researcher has less control over proceedings and over the data produced. Furthermore, by its nature, a focus group is an open ended situation and cannot be totally predetermined. As consequences, the occasion is harder to assemble, the data are difficult to analyse, and the recordings are more time-consuming to transcribe Morgan, Ethnography Ethnography could be viewed as a method which researchers are joining particular groups for their study in order to examine various phenomena as perceived by participants. An ethnographer is typically an observer who often uses non-observational methods and sources such as interviewing, mapping and assorting documents. This method is better to be applied in a context which requires an intensive observation, and when the information is obtained through a process by joining a group, for instance social behavioural studies and organisational cultures. In addition, a negotiation of access can be a lengthy process because it may depend on establishing trust. Qualitative research methods for the social sciences 4 ed. What Is Qualitative Interviewing? Social research update, 19 8. Focus groups as qualitative research Vol.

Chapter 7 : Qualitative vs Quantitative Research | Simply Psychology

Sample: purposeful sampling was used for the recruitment of participants for this study. Purposeful sampling is commonly used in qualitative research. It involves selecting research.

By Saul McLeod , updated There exists a fundamental distinction between two types of data: Qualitative Research Qualitative research is empirical research where the data are not in the form of numbers Punch, , p. Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Denzin and Lincoln , p. Since psychologists study people, the traditional approach to science is not seen as an appropriate way of carrying out research, since it fails to capture the totality of human experience and the essence of what it is to be human. Exploring the experience of participants is known as a phenomenological approach re: The aim of qualitative research is to understand the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it. Thus, people and groups, are studied in their natural setting. Methods used to obtain qualitative data Qualitative researchers use a variety of methods to develop deep understandings of how people perceive their social realities and in consequence, how they act within the social world. For example, diary accounts, open-ended questionnaires , documents, participant observation , and ethnography. The researcher has several methods for collecting empirical materials, ranging from the interview to direct observation, to the analysis of artifacts, documents, and cultural records, to the use of visual materials or personal experience. This allows the respondent to talk in some depth, choosing their own words. Notice that qualitative data could be much more than just words or text. Photographs, videos, sound recordings and so on, can be considered qualitative data. Data Analysis Qualitative research is endlessly creative and interpretive. The researcher does not just leave the field with mountains of empirical data and then easily write up his or her findings. Key Features Events can be understood adequately only if they are seen in context. The contexts of inquiry are not contrived; they are natural. Nothing is predefined or taken for granted. Qualitative researchers want those who are studied to speak for themselves, to provide their perspectives in words and other actions. Therefore, qualitative research is an interactive process in which the persons studied teach the researcher about their lives. The qualitative researcher is an integral part of the data, without the active participation of the researcher, no data exists. The design of the study evolves during the research, and can be adjusted or changed as it progresses. For the qualitative researcher, there is no single reality, it is subjective and exist only in reference to the observer. Theory is data driven, and emerges as part of the research process, evolving from the data as they are collected. Limitations Because of the time and costs involved, qualitative designs do not generally draw samples from large-scale data sets. The problem of adequate validity or reliability is a major criticism. Because of the subjective nature of qualitative data and its origin in single contexts, it is difficult to apply conventional standards of reliability and validity. For example, because of the central role played by the researcher in the generation of data, it is not possible to replicate qualitative studies. Also, contexts, situations, events, conditions, and interactions cannot be replicated to any extent nor can generalizations be made to a wider context than the one studied with any confidence The time required for data collection, analysis and interpretation are lengthy. Analysis of qualitative data is difficult and expert knowledge of an area is necessary to try to interpret qualitative data, and great care must be taken when doing so, for example, if looking for symptoms of mental illness. This allows the researcher to find issues that are often missed such as subtleties and complexities by the scientific, more positivistic inquiries. Qualitative descriptions can play the important role of suggesting possible relationships, causes, effects and dynamic processes. Qualitative research uses a descriptive, narrative style; this research might be of particular benefit to the practitioner as she or he could turn to qualitative reports in order to examine forms of knowledge that might otherwise be unavailable, thereby gaining new insight. Quantitative Research Quantitative research gathers data in a numerical form which can be put into categories, or in rank order, or measured in units of measurement. This type of data can be used to construct graphs and tables of raw data. Research is used to test

a theory and ultimately support or reject it. Methods used to obtain quantitative data Experiments typically yield quantitative data, as they are concerned with measuring things. However, other research methods, such as controlled observations and questionnaires can produce both quantitative information. For example, a rating scale or closed questions on a questionnaire would generate quantitative data as these produce either numerical data or data that can be put into categories e. Experimental methods limit the possible ways in which a research participant can react to and express appropriate social behavior. Findings are therefore likely to be context-bound and simply a reflection of the assumptions which the researcher brings to the investigation. Data Analysis Statistics help us turn quantitative data into useful information to help with decision making. We can use statistics to summarise our data, describing patterns, relationships, and connections. Statistics can be descriptive or inferential. Descriptive statistics help us to summarise our data whereas inferential statistics are used to identify statistically significant differences between groups of data such as intervention and control groups in a randomised control study. Key Features Quantitative researchers try to control extraneous variables by conducting their studies in the lab. The research aims for objectivity i. The design of the study is determined before it begins. For the quantitative researcher reality is objective and exist separately to the researcher, and is capable of being seen by anyone. Quantitative experiments do not take place in natural settings. In addition, they do not allow participants to explain their choices or the meaning of the questions may have for those participants Carr, Poor knowledge of the application of statistical analysis may negatively affect analysis and subsequent interpretation Black, Variability of data quantity: Large sample sizes are needed for more accurate analysis. Small scale quantitative studies may be less reliable because of the low quantity of data Denscombe, This also affects the ability to generalize study findings to wider populations. The researcher might miss observing phenomena because of focus on theory or hypothesis testing rather than on the theory of hypothesis generation. Quantitative data can be interpreted with statistical analysis, and since statistics are based on the principles of mathematics, the quantitative approach is viewed as scientifically objective, and rational Carr, ; Denscombe, Useful for testing and validating already constructed theories. Sophisticated software removes much of the need for prolonged data analysis, especially with large volumes of data involved Antonius, Quantitative data is based on measured values and can be checked by others because numerical data is less open to ambiguities of interpretation. Hypotheses can also be tested because of the used of statistical analysis Antonius, Interpreting quantitative data with SPSS. Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics. Using thematic analysis in psychology. Qualitative Research in Psychology, 3, 77â€” The strengths and weaknesses of quantitative and qualitative research: Journal of advanced nursing, 20 4 , The Good Research Guide: Handbook of Qualitative Research. The discovery of grounded theory; strategies for qualitative research. Nursing research, 17 4 , Introduction to Social Research: Quantitative and Qualitative Approaches. Sage How to reference this article:

Chapter 8 : Example of Qualitative Research Question | Qualitative Research Question Examples

be satisfied with a small sample comparing to using any other research method such as quantitative question and wait for a short answer, with this the.

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Chapter 9 : Research paper styles qualitative sample

More Observation Guidelines! Be as involved as possible in experiencing the setting as fully and as appropriate and manageable while maintaining an analytical.

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