PROSES PENELITIAN

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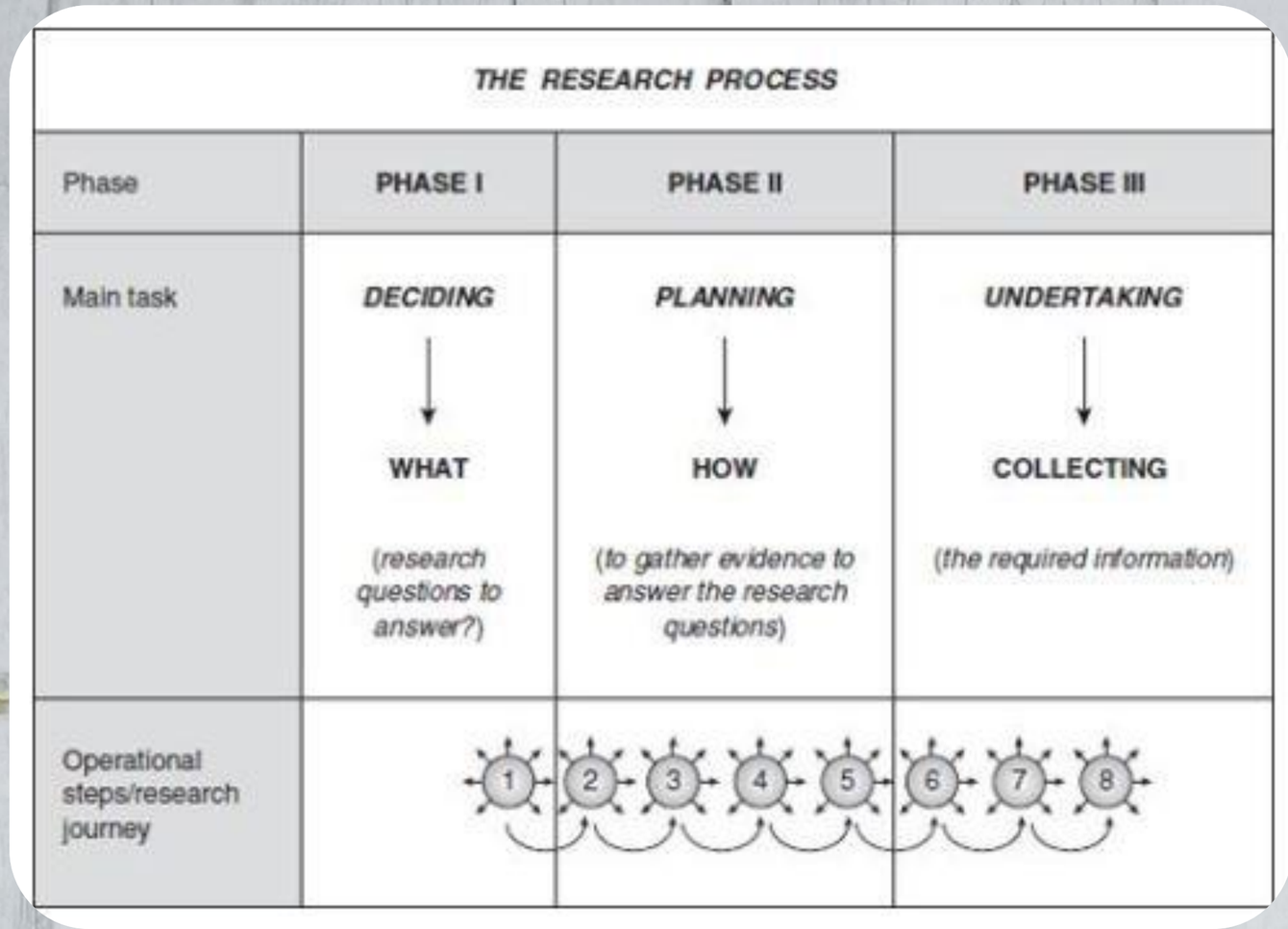
Festinger and Katz, who in the foreword of their book *Research Methods in Behavioral Sciences* say that, ‘Although the basic logic of scientific methodology is the same in all fields, its specific techniques and approaches will vary, depending upon the subject matter’ (1966)

Suppose you want to go out for a drive. Before you start, you must decide where you want to go and then which route to take. If you know the route, you do not need to consult a street directory, but, if you do not know the route, then you need to use one. Your problem is compounded if there is more than one route. You need to decide which one to take

The research process is very similar to undertaking a journey. As with your drive, for a research journey there are also two important decisions to make. The first is to decide *what you want to find out about* or, in other words, what **research questions** you want to find answers to. Having decided upon your research questions or **research problems**, you then need to decide *how to go about finding their answers*

The path to finding answers to your research questions constitutes research methodology

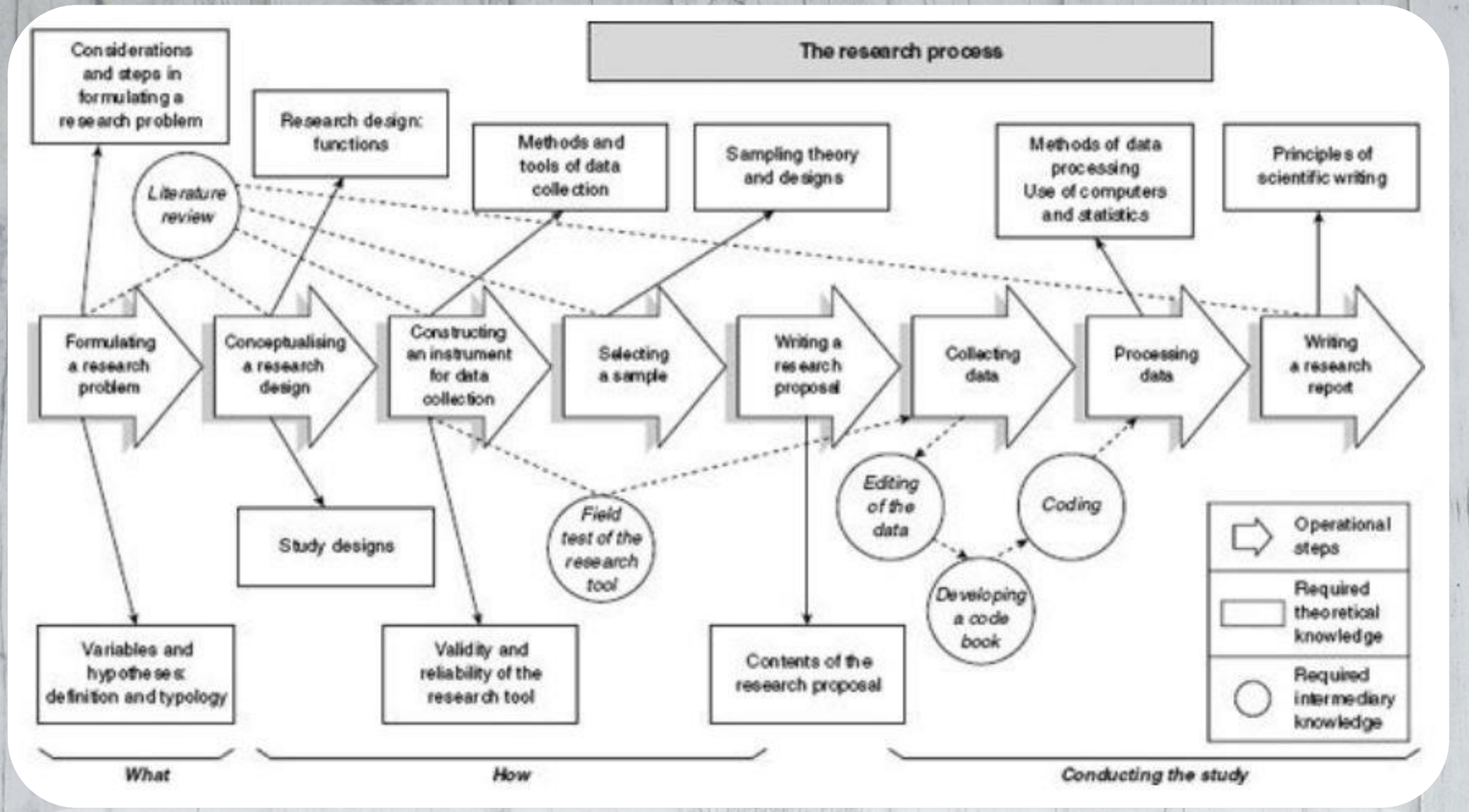


THE RESEARCH PROCESS

Phase	PHASE I	PHASE II	PHASE III
Main task	*DECIDING* ↓ **WHAT** *(research questions to answer?)*	*PLANNING* ↓ **HOW** *(to gather evidence to answer the research questions)*	*UNDERTAKING* ↓ **COLLECTING** *(the required information)*
Operational steps/research journey	1 2 3 4 5 6 7 8		

Differences between qualitative and quantitative research

Difference with respect to:	Quantitative research	Qualitative research
Underpinning philosophy	Rationalism: 'That human beings achieve knowledge because of their capacity to reason' (Bernard 1994: 2)	Empiricism: 'The only knowledge that human beings acquire is from sensory experiences' (Bernard 1994: 2)
Approach to enquiry	Structured/rigid/predetermined methodology	Unstructured/flexible/open methodology
Main purpose of investigation	To quantify extent of variation in a phenomenon, situation, issue, etc.	To describe variation in a phenomenon, situation, issue, etc.
Measurement of variables	Emphasis on some form of either measurement or classification of variables	Emphasis on description of variables
Sample size	Emphasis on greater sample size	Fewer cases
Focus of enquiry	Narrows focus in terms of extent of enquiry, but assembles required information from a greater number of respondents	Covers multiple issues but assembles required information from fewer respondents
Dominant research value	Reliability and objectivity (value-free)	Authenticity but does not claim to be value-free
Dominant research topic	Explains prevalence, incidence, extent, nature of issues, opinions and attitude; discovers regularities and formulates theories	Explores experiences, meanings, perceptions and feelings
Analysis of data	Subjects variables to frequency distributions, cross-tabulations or other statistical procedures	Subjects responses, narratives or observational data to identification of themes and describes these
Communication of findings	Organisation more analytical in nature, drawing inferences and conclusions, and testing magnitude and strength of a relationship	Organisation more descriptive and narrative in nature


The research process
Considerations and steps in formulating a research problem
Research design: functions
Methods and tools of data collection
Sampling theory and designs
Methods of data processing Use of computers and statistics
Principles of scientific writing
Literature review
Formulating a research problem
Conceptualising a research design
Constructing an instrument for data collection
Selecting a sample
Writing a research proposal
Collecting data
Processing data
Writing a research report
Study designs
Field test of the research tool
Editing of the data
Coding
Developing a code book
Variables and hypotheses: definition and typology
Validity and reliability of the research tool
Contents of the research proposal
Operational steps
Required theoretical knowledge
Required intermediary knowledge
What
How
Conducting the study

Phase I: deciding what to research

Step I: formulating a research problem

Formulating a research problem is the first and most important step in the research process. A research problem identifies your destination: it should tell you, your research supervisor and your readers *what* you intend to research. The more specific and clearer you are the better, as everything that follows in the research process – study design, measurement report

Phase II: planning a research study

Step II: conceptualising a research design

The main function of a research design is to explain *how* you will find answers to your research questions. The research design sets out the specific details of your enquiry. A research design should include the following: the study design per se and the logistical arrangements that you propose to undertake, the measurement procedures, the sampling strategy, the frame of analysis and the time-frame. (You should not be confused between study design and research design. Note that the study design is one part of the research design. It is the design of the study itself, whereas the research design also includes other parts which constitute the research process.)

Step III: constructing an instrument for data collection

Anything that becomes a means of collecting information for your study is called a ‘research tool’ or a ‘research instrument’, for example observation forms, interview schedules, questionnaires and interview guides.

Step IV: selecting a sample

The accuracy of your findings largely depends upon the way you select your sample. The basic objective of any sampling design is to minimise, within the limitation of cost, the gap between the values obtained from your sample and those prevalent in the study population.

Step V: writing a research proposal

A research proposal must tell you, your research supervisor and a reviewer the following information about your study:

- *what* you are proposing to do;
- *how* you plan to proceed;
- *why* you selected the proposed strategy.

Therefore it should contain the following information about your study:

- a statement of the *objectives* of the study;
- a list of *hypotheses*, if you are testing any;
- the *study design* you are proposing to use;
- the *setting* for your study;
- the research *instrument(s)* you are planning to use;
- information on *sample size* and *sampling design*;
- information on *data processing* procedures;
- an outline of the proposed *chapters* for the report;
- the study's *problems* and *limitations*; and
- the proposed *time-frame*.

Phase III: conducting a research study

Step VI: collecting data

Having formulated a research problem, developed a study design, constructed a research instrument and selected a sample, you then collect the data from which you will draw inferences and conclusions for your study.

Step VII: processing and displaying data

The way you analyse the information you collected largely depends upon twothings: the type of information (descriptive, quantitative, qualitative or attitudinal); and the way you want to communicate your findings to your readers.

Step VIII: writing a research report

There are two broad categories of reports: quantitative and qualitative. As mentioned earlier, the distinction is more academic than real as in most studies you need to combine quantitative and qualitative skills. Nevertheless, there are some solely qualitative and some solely quantitative studies.

THANK YOU!

Do You Have Any Questions?