PARADIGMA PENELITIAN

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Research: an integral part of your practice

Research is undertaken within most professions. More than a set of skills, research is a way of thinking: examining critically the various aspects of your day-to-day professional work; understanding and formulating guiding principles that govern a particular procedure; and developing and testing new theories that contribute to the advancement of your practice and profession.

you may be a nurse, doctor, occupational therapist, physiotherapist, social worker or other paramedic. In any of these positions, some of the following questions may come to your mind or someone else may ask you for their answers:

- How many patients do I see every day?
- What are some of the most common conditions prevalent among my patients?
- What are the causes of these conditions?
- Why do some people have a particular condition whereas others do not?
- What are the health needs of the community?
- What are the benefits of this programme to the community?
- How do I demonstrate the effectiveness of my service?

Let us take another discipline: business studies. Assume you work in the area of marketing Again, you can work at different levels: as a salesperson, sales manager or sales promotion executive. The list of questions that may come to your mind can be endless. The types of questions and the need to find answers to them will vary with the level at which you work in the organization

- What is the best strategy to promote the sale of a particular product?
- How many salespersons do I need?
- What is the effect of a particular advertising campaign on the sale of this product?
- How satisfied are the consumers with this product?
- How much are consumers prepared to spend on this product?
- What do consumers like or dislike about this product?
- What type of packaging do consumers prefer for this product?
- What training do the salespersons need to promote the sale of this product?

Why Do Research?

- ***Research Teaches Methods of Discovery***
- ***Research Teaches Investigative Skills***
- ***Research Builds Career Skills***
- ***Research Teaches Critical Thinking***
- ***Research Teaches Logic.***
- ***Research Teaches the Basic Ingredients of Argument***

Research is one of the ways of collecting accurate, sound and reliable information about the effectiveness of your interventions, thereby providing you with evidence of its effectiveness

Research: what does it mean?

When you say that you are undertaking a research study to find out answers to a question, you are implying that the process being applied:

- is being undertaken within a framework of a set of philosophies
- uses procedures, methods and techniques that have been tested for their validity and reliability;
- is designed to be unbiased and objective.

The word *research* is composed of two syllables, *re* and *search*. The dictionary defines the former as a prefix meaning again, a new or over again and the latter as a verb meaning to examine closely and carefully, to test and try, or to probe.

Together they form a noun describing a careful, systematic, patient study and investigation in some field of knowledge, undertaken to establish facts or principles. (Grinnell 1993: 4)

Grinnell further adds: ‘research is a structured inquiry that utilises acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable.’ (1993: 4)

Lundberg (1942) draws a parallel between the social research process, which is considered scientific, and the process that we use in our daily lives.

Paradigms of research

The crucial question that divides the two is whether the methodology of the physical sciences can be applied to the study of social phenomena. The paradigm that is rooted in the physical sciences is called the systematic, scientific or positivist approach.

The opposite paradigm has come to be known as the qualitative, ethnographic, ecological or naturalistic approach

Understanding the terminology

Assignments in education, psychology, political science, and other social science disciplines will usually require *analysis, definition, comparison,* or a search for *precedents* leading to a *proposal.*

establishing a Research schedule

___ **Finding and narrowing a topic.** Your topic must have a built-in question or argument so you can interpret an issue and cite the opinions found in your course materials.

___ **Drafting a thesis and research proposal.** Even if you are not required to create a formal research proposal, you need to draft some kind of plan to help direct and organize your research before you start reading in depth. See sections 2f and 2g and Chapter 3.

___ **Reading and creating a working bibliography.** Preliminary reading establishes the basis for your research, helping you discover the quantity and quality of available sources. If you can't find much, your topic is too narrow. If you find too many sources, your topic is too broad and needs narrowing. Chapters 4 and 5 explain the processes for finding reliable sources online and in the library.

___ **Creating notes.** Begin entering notes in a digital or printed research journal. Some notes will be summaries, others will be carefully selected quotations from the sources, and some will be paraphrases written in your own voice. Chapter 9 details the techniques for effective notetaking.

___ **Organizing and outlining.** You may be required to create a formal outline; formal outlines and additional ideas for organizing your ideas are presented in sections 9h and 9i.

___ **Drafting the paper.** During your writing, let your instructor scan the draft to give you feedback and guidance. He or she might see further complications for your exploration and also steer you clear of any simplistic conclusions. Drafting is also a stage for peer review, in which a classmate or two looks at your work. Section 13a, pages 237–239, gives more details on peer review. Chapters 10–12 explain matters of drafting the paper.

___ **Formatting the paper.** Proper document design places your paper within the required format for your discipline, such as the number system for a scientific project or the APA style for an education paper. Chapters 14–17 provide the guidelines for the various disciplines.

___ **Writing a list of your references.** You will need to list in the proper format the various sources used in your study. Chapters 14–17 provide documentation guidelines.

Topic Selection

Narrowing a General Subject into a Scholarly Topic

Unlike a general subject, a scholarly topic should:

- Examine one narrowed issue, not a broad subject.
- Address knowledgeable readers and carry them to another plateau of knowledge.
- Have a serious purpose—one that demands analysis of the issues, argues from a position, and explains complex details.
- Meet the expectations of the instructor and conform to the course requirements.

Connecting Personal experience to Scholarly Topics

You can't write a personal essay and call it a research paper, yet you can choose topics close to your life. Use one of the techniques described in the following list:

1. **Combine personal interests with an aspect of academic studies:**

Personal interest:	Skiing
Academic subject:	Sports medicine
Possible topics:	"Protecting the Knees"
	"Therapy for Strained Muscles"
	"Skin Treatments"

2. **Consider social issues that affect you and your family:**

Personal interest:	The education of my child
Social issue:	The behavior of my child in school
Possible topics:	"Children Who Are Hyperactive"
	"Should Schoolchildren Take Medicine to Calm Their Hyperactivity?"

listing keywords

Keep a list of words, the fundamental terms that you see in the literature. These can help focus the direction of your research. Jamie Johnston built this list of terms as he began to explore research about war:

prehistoric wars	early weapons	noble savages
remains of early victims	early massacres	slaves
sacrificial victims	human nature	power
limited resources	religious sacrifices	honor

Arranging keywords into a Rough Outline

Writing a preliminary outline early in the project might help you see if the topic has substance so you can sustain it for the length required. At this point, the researcher needs to recognize the hierarchy of major and minor issues.

- Prehistoric wars
  - Evidence of early brutality
    - Mutilated skeletons
  - Evidence of early weapons
    - Clubs, bows, slings, maces, etc.
    - Walled fortresses for defense

- Speculations on reasons for war
  - Resources
  - Slaves
  - Revenge
  - Religion
- Human nature and war
  - Quest for power
  - Biological urge to conquer

THANK YOU!

Do You Have Any Questions?