

# Introduction to Qualitative Research

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# “TYPES” of Research:

## Fundamental

- Development of Knowledge / Theory

## Applied

- Application of generated K/Ts to social or educational concern

## Action

- Solving an immediate and specific Problem.

Qualitative/Quantitative; Longitudinal/Cross-sectional

- **Research:** Research refers to a process wherein systematic activities are done to find the solution of problem.
- **Systematic Activities are-**
  - i. Identification of a research problem (variable, literature review, title, objectives etc. )
  - ii. Statement of Hypothesis
  - iii. Data Collection (Research Methods)
  - iv. Data Analysis (Statistics)
  - v. Result

- **Quantitative Research:** Quantitative Research is known as Scientific Method of conducting research, which involves a systematic way of 'testing hypotheses' and determining cause & effect.
- **It involves several basic steps as-**
  - i. **Develop a question**
  - ii. **Identify related literature**
  - iii. **Develop a hypothesis**
  - iv. **Design an Experiment/Survey**
  - v. **Analyze the data to test the 'hypothesis'**
  - vi. **Presenting results**

# Few points on Quantitative Research:

- **Quantitative Research relies heavily on numbers and statistics.**
- **Quantitative Research assumes that there is an 'objective reality' that researcher should try to uncover as they conduct their research.**
- **Quantitative Research assumes that the role of researcher is neutral in this process.**
- **Therefore it lies on the Positivist paradigm, given by August Comte and it dominated on research field for many years.**

Traditional way of doing Research  
i.e. **Positivism** dominated  
the field of Research until the  
**1980s**

Knowledge: (A Posteriori (gained) ... A Priori (Self-Evident))

# Qualitative Research: The Concept

**Earlier 2000:**

**Qualitative research is the collection and analysis of extensive narrative data in order to gain insights into a situation of interest not possible using other types of research, in this sense, historical research can also be said to be a type of qualitative research. As the term is generally used, however, qualitative research is much broader in scope and its purpose is to promote greater understanding of not just the way things are, but also why. Thus a qualitative study may well utilize historical methods in order to gain a better perspective on the person, place, object or activity under study.**

**Late 2000:**

**Qualitative research is a general term. It is a way of knowing in which a researcher gathers, organizes and interprets information obtained from humans using his or her eyes and ears as filters. It often involves in-depth interviews and/or observations of humans in natural and social settings. It can be contrasted with quantitative research, which relies heavily on hypothesis testing, cause & effect and statistical analyses. Major examples are- Ethnographic Research, Ethno-methodology and Phenomenology.**



# Few Comparisons:

## Nature of Reality:

Quantitative

Reality is Objective and singular, separate from the Researcher

Qualitative

Reality is Subjective and Multiple, as seen by the Researcher in the Study

# Relationship between Researcher & What is being Researched:

Quantitative	Qualitative
Researcher is independent from what is being researched	Researcher interacts with what is being researched
Researcher tries to remain outside of the system, keeping biases to a minimum	Researcher is central to any study. Interpretations are based on researcher's experience & background

# Relationship between Facts & Values:

Quantitative	Qualitative
Facts are Value-free and unbiased	Facts are value-laden and biased

# Language of Research:

Quantitative

Qualitative

Formal (Scientific &  
Impersonal)

Informal (Personal)

# Process of Research:

## Quantitative

**Deductive**

**Cause & Effect; Correlation**

**Static design- categories isolated before the study**

**Context-free**

**Generalizations leading to prediction, explanation and understanding**

**Accurate & Reliable through validity and reliability**

## Qualitative

**Inductive**

**Mutual Simultaneous shaping of factors**

**Emerging design- categories identified during research process**

**Context-bound**

**Patterns & Theories developed for understanding**

**Accurate & Reliable through verification**

Points to be compared	Quantitative	Qualitative
<b>Purpose</b>	<b>Test Hypotheses. Look at cause &amp; effect. Prediction.</b>	<b>Understand &amp; Interpret social interactions</b>
<b>Inquiry</b>	<b>Deductive, Value-free (Objective), focused and Outcome oriented.</b>	<b>Inductive, Value-laden (subjective), Holistic &amp; Process oriented</b>
<b>Hypothesis</b>	<b>Specific, Testable and stated prior to particular study</b>	<b>None</b>
<b>Population</b>	<b>Tends to be larger, randomly selected. Anonymity important.</b>	<b>Tends to be smaller, non-random</b>

Points to be compared	Quantitative	Qualitative
<b>Variables</b>	<b>A few variables studied.</b>	<b>Study of the whole rather than specific variables.</b>
<b>Literature Review</b>	<b>Extensive, does significantly affect particular study</b>	<b>Limited, does not significantly affect particular study</b>
<b>Research Setting</b>	<b>Controlled to the degree possible</b>	<b>Naturalistic, to the degree possible</b>
<b>Sampling</b>	<b>Random: Intent to select 'large', representative sample in order to generalize results to a population</b>	<b>Purposive: Intent to select 'Small', not necessarily representative, sample in order to acquire in-depth understanding</b>

<b>Points to be compared</b>	<b>Quantitative</b>	<b>Qualitative</b>
<b>Measurement</b>	<b>Standardized, Numerical, At the end</b>	<b>Non-standardized, Narrative, Ongoing</b>
<b>Design &amp; Method</b>	<b>Structured</b>	<b>Flexible</b>
	<b>Involve intervention, manipulation &amp; control</b>	<b>Involve non-intervention, minimal disturbance</b>
	<ul style="list-style-type: none"> <li>•<b>Descriptive</b></li> <li>•<b>Correlational &amp; Experimental</b></li> <li>•<b>Causal-comparative</b></li> </ul>	<ul style="list-style-type: none"> <li>•<b>Ethnography</b></li> <li>•<b>Phenomenology</b></li> <li>•<b>Ethno-methodology</b></li> </ul>
<b>Collection of Data</b>	<b>Emphasis is on numbers.</b>	<b>Emphasis on words. Increasing interest in visual data.</b>
<b>Data Analysis</b>	<b>Statistical analysis. Computers</b>	<b>Coding and themes. Computers</b>





**Thank You**