

Rt\$[fiRCH *MITHOD*

“” © jYMi u M*

4 jtef-by-^t«t |MM(e' («r

® . s \$
-L-S *a*

(S)SAGE

Los Angeles | London | New Delhi
Singapore | Washington DC | Melbourne

tonmrn

List of figures	xii	Situations in which the approach can be used	32
List of tables	xv	Paradigms of research	33
Guided tour	xvi	Summary	34
Acknowledgements	xviii		
Preface	xix		
1 Research: a way of thinking	1	2 The research process: a quick glance	39
Research: a way of thinking	4	The research process: an eight-step model	42
Research: an integral part of your professional practice	4	A: Deciding what to research	46
Research: a way to gather evidence for your practice	7	Step one: Formulating a research problem	46
Evidence-based practice	8	B: Planning how to conduct the study	46
Applications of research in practice development and policy formulation	8	Step two: Conceptualising a research design	46
Research: what does it mean?	9	Step three: Constructing an instrument for data collection	47
The research process: its characteristics and requirements	12	Step four: Selecting a sample	48
Types of research	13	Step five: Writing a research proposal	48
Application perspective	13	C: Conducting a research study	49
Objectives perspective	15	Step six: Collecting data	49
Mode of enquiry perspective	16	Step seven: Proffgssjng and displaying data	49
Important note to readers	19	Step eight: Writing a research report	49
The mixed/multiple methods approach	21	Summary	50
Introduction	21		
Defining the approach	21	STEP ONE: FORMULATING A RESEARCH PROBLEM	53
Rationale underpinning the approach	27	3 Reviewing the literature	55
When to use the approach	27	The place of the literature review in research	58
Ways of mixing methods	29	Bringing clarity and focus to your research problem	58
Advantages and disadvantages	30	Improving your research methodology	59
Considerations to be kept in mind	32	Broadening your knowledge base in your research area	59
		Contextualising your findings	60

Difference between a literature review and a summary of the literature	60	6 Constructing hypotheses	127
How to review the literature	60	The definition of a hypothesis	130
Searching for the existing literature	61	The functions of a hypothesis	131
Reviewing the selected literature	65	The testing of a hypothesis	132
Developing a theoretical framework	66	The characteristics of a hypothesis	133
Developing a conceptual framework	67	Types of hypothesis	133
Writing about the literature reviewed	68	Errors in testing a hypothesis	137
Summary	71	Hypotheses in qualitative research	137
4 Formulating a research problem	77	Summary	138
The research problem	80	Developing a research project: a set of exercises for beginners	142
The importance of formulating a research problem	80	Exercise I: Formulation of a research problem	142
Sources of research problems	81	STEP TWO: CONCEPTUALISING A RESEARCH DESIGN	149
Considerations in selecting a research problem	83	7 The research design	151
Steps in formulating a research problem	84	What is a research design?	154
The formulation of research objectives	91	The functions of a research design	155
The study population	92	The theory of causality and the research design	155
Establishing operational definitions	92	Summary	162
Formulating a research problem in qualitative research	94	8 Selecting a study design	167
Summary	95	Differences between quantitative and qualitative study designs	170
5 Identifying variables	101	Study design [^] in quantitative research	171
What is a variable?	104	Study designs based on the number of contacts	172
The difference between a concept and a variable	105	Study designs based on the reference period	177
Converting concepts into variables	106	Study designs based on the nature of the investigation	180
Types of variable	107	Other designs commonly used in quantitative research	191
From the viewpoint of causal relationship	107	Study designs in qualitative research	195
From the viewpoint of the study design	114	Case study	196
From the viewpoint of the unit of measurement	115	Oral history	197
Types of measurement scale	116	Focus groups/group interviews	197
The nominal or classificatory scale	117	Participant observation	198
The ordinal or ranking scale	119	Holistic research	198
The interval scale	119		
The ratio scale	120		
Summary	120		

Community discussion forums	199	10 Collecting data using attitudinal scales	249
Reflective journal log	199		
Other commonly used philosophy-guided designs	199	Measurement of attitudes in quantitative and qualitative research	252
Action research	200	Attitudinal scales in quantitative research	252
Feminist research	200	Functions of attitudinal scales	253
Participatory research and collaborative enquiry	202	Difficulties in developing an attitudinal scale	254
Summary	202	Types of attitudinal scale	254
Exercise II: Conceptualising a study design	206	The summated rating or Likert scale	254
		The equal-appearing interval or Thurstone scale	259
		The cumulative or Guttman scale	260
STEP THREE: CONSTRUCTING AN INSTRUMENT FOR DATA COLLECTION	209	Attitudinal scales and measurement scales	261
		Attitudes and qualitative research	261
		Summary	261
9 Selecting a method of data collection	211		
Differences in the methods of data collection in quantitative, qualitative and mixed methods research	214	11 Establishing the validity and reliability of a research instrument	267
Major approaches to information gathering	215	The concept of validity	270
Collecting data using primary sources	215	Types of validity in quantitative research	271
Observation	217	Face and content validity	272
The interview	220	Concurrent and predictive validity	272
The questionnaire	222	Construct validity	272
Constructing a research instrument in quantitative research	234	The concept of reliability	273
Asking personal and sensitive questions	235	Factors affecting the reliability of a research instrument	274
The order of questions	235	Methods of determining the reliability of an instrument in quantitative research	274
Pre-testing a research instrument	237	External consistency procedures	275
Prerequisites for data collection	237	Internal consistency procedures	275
Methods of data collection in qualitative research	238	Validity and reliability in qualitative research	276
Unstructured interviews	238	Summary	278
Observation	241	Exercise III: Developing a research instrument	282
Secondary sources	241		
Constructing a research instrument in qualitative research	241	STEP FOUR: SELECTING A SAMPLE	285
Collecting data using secondary sources	242	12 Selecting a sample	287
Problems with data from secondary sources	243	The differences between sampling in quantitative and qualitative research	290
Summary	244	Sampling in quantitative research	291

The concept of sampling	291	STEP SIX: COLLECTING DATA	351
Sampling terminology	292		
Principles of sampling	293	14 Considering ethical issues in data collection	356
Factors affecting the inferences drawn from a sample	295	Ethics: the concept	356
Aims in selecting a sample	296	Stakeholders in research	357
Types of sampling	296	Ethical issues to consider concerning research participants	358
The calculation of sample size	310	Collecting information	358
Sampling in qualitative research	311	Seeking informed consent	358
The concept of saturation point in qualitative research	312	Providing incentives	359
Summary	312	Seeking sensitive information	359
Exercising IV: Selecting a sample	317	The possibility of causing harm to participants	359
		Maintaining confidentiality	360
		Ethical issues to consider relating to the researcher	360
STEP FIVE: WRITING A RESEARCH PROPOSAL	319	Avoiding bias	360
13 Writing a research proposal	321	Provision or deprivation of a treatment	360
The research proposal in quantitative and qualitative research	324	Using inappropriate research methodology	361
Contents of a research proposal	325	Incorrect reporting	361
Preamble/introduction	326	Inappropriate use of information	361
The research problem	329	Ethical issues regarding the sponsoring organisation	362
Objectives of the study	330	Restrictions imposed by the sponsoring organisation	362
Hypotheses to be tested	332	The misuse of information	362
Study design	333	Ethical issues in collecting data from secondary data	362
The setting	335	Summary	363
Measurement procedures	336	Exercise Data collection (ethical issues in data collection)	367
Ethical issues	336		
Sampling	336	STEP SEVEN: PROCESSING AND DISPLAYING DATA	371
Analysis of data	337	15 Processing data	373
Structure of the report	340	Data processing in quantitative studies	376
Problems and limitations	342	Editing	376
Appendix	342	Coding	378
Work schedule	342	Developing a frame of analysis	394
Budget	342	Analysing quantitative data manually	400
Summary	343	Data processing in qualitative studies	402
Exercise V: Writing a research proposal	348		

Content analysis in qualitative research - an example	403	STEP EIGHT: WRITING A RESEARCH REPORT	451
Data analysis in mixed methods studies	413		
The role of statistics and computers in research	413	17 Writing a research report	453
Summary	414	Writing a research report	456
		Developing a draft outline	457
16 Displaying data	419	Writing about variables	461
Methods of communicating and displaying		Referencing	463
analysed data	422	Writing a bibliography	463
Text	422	Summary	463
Tables	423	Exercise VIII: Report writing	467
Graphs	428		
Statistical measures	442	Glossary	471
Summary	442	Bibliography	490
Exercise VII: Processing and displaying data	446	Index	495