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QUALITY IN EDUCATIONAL RESEARCH

Dr. P. Janardhana Kumar Reddy

Professor, Vidyalaya College of Education, Tirupati, Andhra Pradesh.

ABSTRACT

This is a prologue to the method of reasoning and methodology of educational and sociology research, intended for expert's and first-year doctoral student. The course is suitable for both purchasers and makers of research. Subjects will incorporate the nature and motivations behind research, arranging and directing research, investigating and assessing research, inspecting, review and trial outline, assessment research, naturalistic perception and request, estimation and strategies for information gathering, morals, and the utilization of PCs in information research. Techniques are considered for gathering both quantitative and qualitative information. Class the reality of the situation will become obvious eventually utilized for talk, contextual investigation research, and periodic PC works out. Members have a decision of either leading a little scale contemplate or finishing a progression of bring home assignments.

KEYWORDS :Education, Educational Research, Research.

INTRODUCTION :

The overall aim of educational research is to provide teachers, clinicians, managers and learners with systematically obtained information that helps to improve the quality of the learning process. The difference between doing educational research and other healthcare research is that often the immediate effects of the intervention are seen and assessed on the educators or their students, rather than on the processes and outcomes of patients. Nevertheless, it is always worth remembering that we are only educating in healthcare so that we can provide good or better quality

care to patients. Therefore, wherever possible, we should think about how to measure the effects of an education intervention on the patient.

This module provides an introduction to the main research methods used in healthcare education. The module covers some aspects of research supervision and provides practical examples of how you can use the principles of educational research in your own teaching.

By the end of the module you should have an enhanced understanding of the principles of educational research and how this operates in a range of clinical and educational contexts. You will also be better equipped to identify opportunities for educational research in your own practice. You will have the opportunity to explore how you think the ideas relate to your own practice as a clinical teacher and supervisor, and be provided with information about how to further develop your and others' research skills.

Why do we study educational research? It is not exactly the most prolific of areas when thinking about education. However, educational research can provide a means by which to increase ones critical thinking skills. It allows one to evaluate various arguments than simply using what is written as fact. Through evaluation, the highest level of Blooms, one can begin to work through all of the information that is presented in the media that may or may not be researched based. The phrase "research based" is cited in advertisements for many textbooks and educational technology programs because it helps sell the products to schools, teachers, and parents. Before trusting that phrase it is important to ask, "What research?" "How was it designed and implemented?" "How were participants selected and how was data gathered?" "What were the results of the study?" and "Was the study replicated?" It is also critical to ask, "What purpose the design of the research targeted."

WHAT IS RESEARCH?

Research is a process in which you engage in a small set of logical steps. Here, we define research, discuss why it is important, advance six steps for conducting research, and identify how you can conduct research ethically by employing skills that you already have. You can approach research in two ways through a quantitative study or a qualitative study—depending on the type of problem you need to research. Your choice of one of these approaches will shape the procedures you use in each of the six steps of research. We explore the many ways these two approaches are similar and different.

You should be able to:
• Define and describe the importance of educational research.
• Describe the six steps in the process of research.
• Identify the characteristics of quantitative and qualitative research in the six steps.
• Identify the type of research designs associated with quantitative and qualitative research.
• Discuss important ethical issues in conducting research.
• Recognize skills needed to design and conduct research.

A Definition of Research and Its Importance

Research is a procedure of steps used to gather and dissect data to build our comprehension of a theme or issue. At a general level, research comprises of three stages:

1. Pose an inquiry.
2. Collect information to answer the inquiry.
3. Present a response to the inquiry.

This ought to be a well known procedure. You take part in taking care of issues each day and you begin with an inquiry, gather some data, and after that frame an answer. Despite the fact that there are a couple of a bigger number of ventures in research than these three, this is the general structure for research. When you look at a distributed study, or lead your own particular study, you will locate these three sections as the center components. Not all instructors have a comprehension and valuation for research. For a few, research may appear to be something that is imperative just for employees in schools and colleges. In spite of the fact that the reality of the matter is that school and college employees esteem and direct research, staff in other educational settings additionally read and utilize research, for example, school therapists, principals, school board individuals, grown-up instructors, school overseers, and graduate student. Research is critical for three reasons.

The Nature and Characteristics of Educational Research

The way of educational research is undifferentiated from with the way of research itself, which is deliberate, solid and substantial to discover "reality", researches learning, and takes care of issues (William Wiersma, 1991). Also, educational research process includes ventures to gather the data with a specific end goal to explore issues and learning. Be that as it may, the educational research is more unpredictable on the grounds that it can utilize different methodologies and procedures to take care of issues in educational setting. It likewise can include numerous controls, for example, human sciences, human science, conduct, and history. Also, educational research is essential in view of contributing learning advancement, down to earth change, and arrangement data (John W. Creswell, 2005). Thusly, instructors can utilize those research discoveries to enhance their abilities and educating and learning process.

Moreover, the attributes of educational research are a piece of its inclination. As per Gary Anderson (1998), there are ten attributes of educational research. I attempted to group those into three classifications, which are the reason for research, the methodology of research, and the part of analyst. The reasons for research are to take care of the issues, examine learning, and build up the standards in educational marvels. To put it plainly, it concentrates on tackling the issues and creating learning. Moreover, technique is a critical normal for educational research, which includes collecting information with precise perception, target translation, and confirmation. At long last, specialists should be specialists and acquainted with their field of study, utilizing the information to create arrangements and expansion learning. The scientists additionally should be patient and watchful to utilize each progression of research's methods to accomplish the reason for research.

RESEARCH APPROACHES

There are a variety of approaches researchers take in science; however the scientific method is most commonly used. The key features found in most scientific research methods are:

1. making empirical observations
2. generating and testing hypotheses
3. generating or constructing and testing or justifying theories
4. Attempting to predict and influence the world to make it a better place to live (Johnson and Christensen, p. 18).

Two major scientific methods are:

1. **Exploratory Method (Inductive Method):** which is a "bottom-up approach?" In this method the

researcher begins with making an observation, and then a researcher looks for patterns in what they observed. Lastly, after studying the observations the researcher makes a tentative generalization or conclusion about the pattern observed. (Johnson and Christensen, p. 19).

2. Confirmatory Method (Deductive Method): which is a "top-down approach?" In this method a researcher first makes a hypothesis which they base on scientific research that is already available, and then the researcher collects data that will test the hypothesis (observation, experiment or experience). Lastly, the researcher decides whether to tentatively accept or reject the hypothesis based on the data. (Johnson and Christensen, p. 19).

Even though researchers have two major scientific methods to choose from at time both methods are used at the same time or by different kinds of researchers. On one hand we have quantitative researchers which usually use the "top-down approach" which consist of theory, hypothesis, data, and conclusion which is the norm of the scientific method. While the qualitative researchers usually use the "bottom-up approach" which consist of observations, data, descriptions, and sometimes theory is generated from the observations.

QUANTITATIVE VERSUS QUALITATIVE

While both quantitative and qualitative research take after exact conventions, the two looks into are directed in an unexpected way, reported in an unexpected way and location diverse motivations behind research. The quantitative analyst begins at the top with the speculations and gathers information that either bolsters or renounces the theory while the qualitative specialist begins at the base by gathering information in the field to discover examples and topics to create theories (Johnson and Christensen, pp. 34-35).

The quantitative specialist sees human conduct as unsurprising and quantifiable while the qualitative scientist sees human conduct as dynamic, relevant, and individual. The quantitative specialist is occupied with supporting general laws and gathers information as proof to depict, clarify and foresee taking into account the laws identified with particular speculations under study. The qualitative specialist's methodology is wide similar to that of a pilgrim who delves profoundly into wonders to find, build and portray what was experienced from the neighborhood or specific gatherings of individuals (Johnson and Christensen, pp. 34-36).

In testing particular laws and speculations, the quantitative analyst utilizes lab-like conditions to consider the subjects in controlled conditions endeavoring to disengage the circumstances and end results while taking out obscure or capricious variables. The qualitative scientist's work is done in the normal setting of the subject/s under concentrate so that the connection is of extraordinary significance. The qualitative scientist is attempting to clarify a wonder that little is think about concocting new speculations or hypotheses. In this way the qualitative specialist analyzes numerous components working at the same time in a characteristic and element setting (Johnson and Christensen, pp. 34-36).

For the quantitative analyst information gathered is goal and variables can be distinguished, measured, legitimized and upheld by different specialists. The information gathered by qualitative analysts is accounted for as words, pictures, and classifications recognized by the scientist. In this manner qualitative research information is qualitative and both by and by and socially deciphered. Quantitative research information is gathered with the goal that it can be measured utilizing exact organized and acknowledged information accumulation instruments. Qualitative information then again comprises of meetings, perceptions, field notes, and open finished inquiries. The qualitative

scientist is really the essential information accumulation instrument. Hence the nature of the information is straightforwardly associated to the nature of the analyst's information accumulation strategies, viewpoint, and understandings. Exactness of dialect is an absolute necessity for the qualitative analyst (Johnson and Christensen, pp. 34-37).

The information investigation of quantitative research depends on measurable connections and reported as summed up insights (numbers). Then again, qualitative research endeavors to distinguish examples, topics, and comprehensive and all-encompassing components reporting discoveries of a particularistic nature spoke to from insider perspectives and different points of view. The last report of qualitative research is in story structure utilizing setting to portray the discoveries and direct citations of research subjects as proof of the conclusions achieved (Johnson and Christensen 33-38).

As an English Language Arts Teacher, I get myself pulled in to the techniques for the qualitative specialist where the research is in the "story" that unfurls before the eyes of the prepared analyst and the accuracy of words that decides the nature of the research. In any case, the numerical exactness of the quantitative analyst additionally pulls in me as the confirmation gathered represents itself with no issue. I would think it is less demanding to reproduce the discoveries of the quantitative analyst.

CONCLUSION

The way research is conceptualized informs the decision about the approach to the research process and you examined two distinct and influential ways in which people think about and study the complex phenomenon of learning and the practices and structures which support it. All of this can work to augment the knowledge, skills, and competencies of educators. Tools and data systems can be integrated seamlessly to provide information on student learning progress beyond the static and dated scores of traditional assessments. Learning dashboards and collaboration and communication tools can help connect teachers and families with instantaneous ease. This all is made more likely with the guidance of strong vision and leadership at all levels from teacher-leaders to school, district, and state administrators.

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