

STATEMENT OF THE PROBLEM

The introduction focuses on the problem leading to the study but the STATEMENT establishes the direction for the research

- Provides a specific and accurate synopsis of the overall purpose of the study
- Your research paradigm will shape the language and structure of your statement

QUALITATIVE/QUANTITATIVE

- Use words like *purpose, intent, objective* to call attention to this statement as the central and controlling idea in the study
Eg. The purpose of this study was to explore affective, social and educational factors that may have contributed to the development of reading disabilities in four adolescents.
- Provide a general definition of the central concept or idea
Eg. For the purposes of this study, first generation students refer to college admitted students who were the first person in their nuclear families to attend college.
- Include words that indicate *method of inquiry* to be used-- data collection, analysis, process of research
- Identify theory, model or conceptual framework to be tested in the study

- Mention unit of analysis (individual, group, culture) or research site (school, classroom, hospital)

QUANTITATIVE

- Set up your variables (independent and dependent) define if necessary
- Refer McNair Page 16-
 - Sets up Causal Relationship
 - Sets up Correlational Relationship
 - Sets up Predictive Relationship

HYPOTHESIS

Qualitative

- Inductive process— so questions will look very different from Quantitative
- Can set up a GRAND TOUR QUESTION followed by a series of sub-questions
- These questions become working guidelines rather than truths to be proven
- Eg. How are concepts from social studies played out—or not played out in classroom practice?
- Subquestions:
 - How is the classroom setting organized?
 - What activities occur in each setting?
 - What topics are discussed and what information, opinions and beliefs are exchanged among participants?

