

RESEARCH PARADIGMS

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WORKSHOP ON RESEARCH METHODOLOGY

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LEARNING OUTCOME

- At the end of this session participant will be able
 - to know ‘what is a research paradigm?’ and the importance of research paradigms
 - to describe different research paradigms used in natural sciences & Social Sciences
 - to apply appropriate research paradigms for their own research

OUTLINE

- What is meant by a paradigm?
- What is a research paradigm?
- What are three basic questions on Ontology, epistemology & methodology?
- Paradigm debate/ different paradigms
- Which research paradigm your research belong to?
- Paradigms, theory and social research
- Activity

WHAT IS MEANT BY A PARADIGM?

- **Meaning of “paradigm” in the English Cambridge Dictionary**

“Model of something, or a very clear and typical example of something”

- **Paradigm** indicate a pattern or model or typical example including cultural themes, worldviews, Ideologies and mindsets

- **ORIGIN:** late 15th century.: via late Latin from Greek **paradeigma**, from **paradeiknunai** ‘show side by side,’ from **para-** ‘beside’ + **deiknunai** ‘to show.’

“Paradigms are general framework or view points : literally ‘points from which to view’.They provide ways of looking at life and are grounded in sets of assumptions about the nature of reality” (Babbie, 1998)

WHAT IS A RESEARCH PARADIGM?

- A research paradigm is **“the set of common beliefs and agreements shared between scientist about how problems should be understood and addressed”** (Kuhn, 1970)
- “Research paradigms can be characterized by the way Scientists respond to three basic questions: **ontological, epistemological** and **methodological** questions” (Guba, 1990)
- **“Social scientists can ground their inquires in any number of paradigms. None is write or wrong, merely more or less useful in particular situation. They each shape the kind of theory created for general understanding”**
(Babbie, 1998)

ACCORDING TO KUHN (1970) PARADIGM CONTAINS

"universally recognized scientific achievements that, for a time, provide model problems and solutions for a community of researchers", i.e.,

- *what* is to be observed and scrutinised
- the kind of *questions* that are supposed to be asked and probed for answers in relation to this subject
- *how* these questions are to be structured
- *how* the results of scientific investigations should be interpreted
- *how* is an experiment to be conducted, and *what* equipment is available to conduct the experiment.

RESEARCH PHILOSOPHY, PARADIGMS AND LOGIC OF RESEARCH

Plato

c. 348–347 BC

Logic/ Ethics

“Objects are inherently good, just”

“Things are beautiful, unified, equal”

Socrates

c. 469 / 470 BC

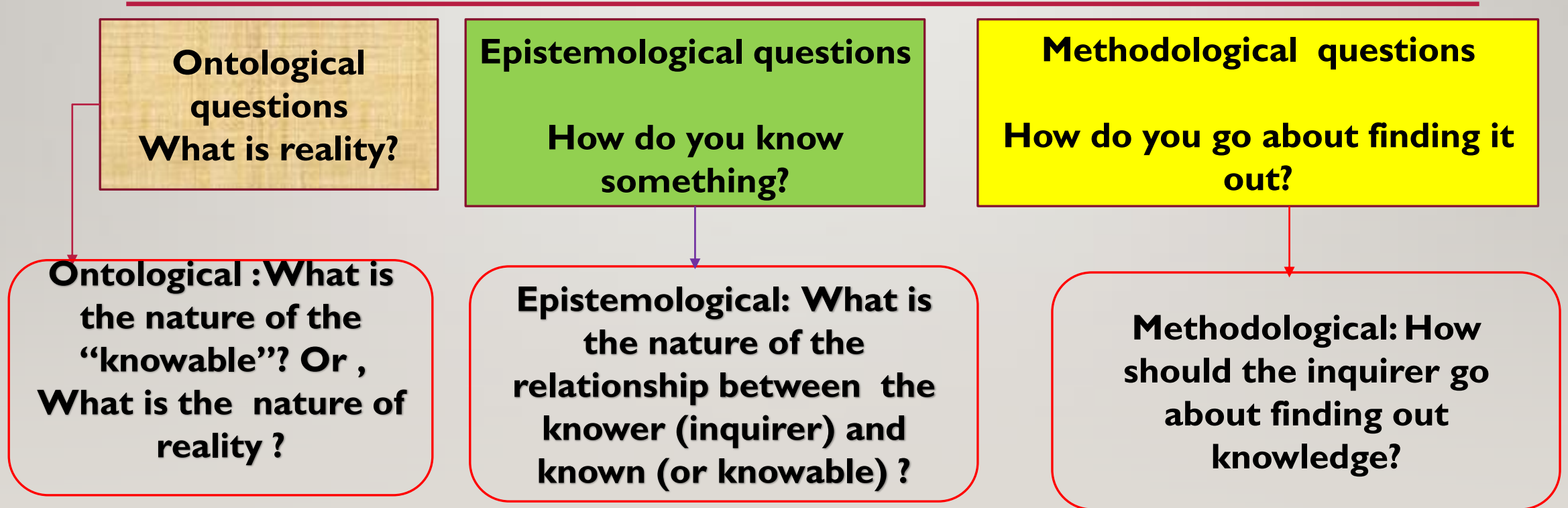
Contribution to Epistemology, Ethics, Logic:

“I know that I know nothing”

“Knowledge is always proportionate to the realm from which it is **gained.**”

WHAT IS A RESEARCH PARADIGM?

- **Three basic questions (Guba, 1990):**



ACCORDING TO CHALMERS (2002):

- **Ontology** is the study of beings or their being
 - What is reality ?
- **Epistemology** is the study of knowledge
 - How we know ?
- **Logic** is the study of valid reasoning
 - How we reason ?
- **Ethics** is the study of right and wrong
 - How we should act ?
- **Phenomenology** is the study of our experience
 - How we experience ?

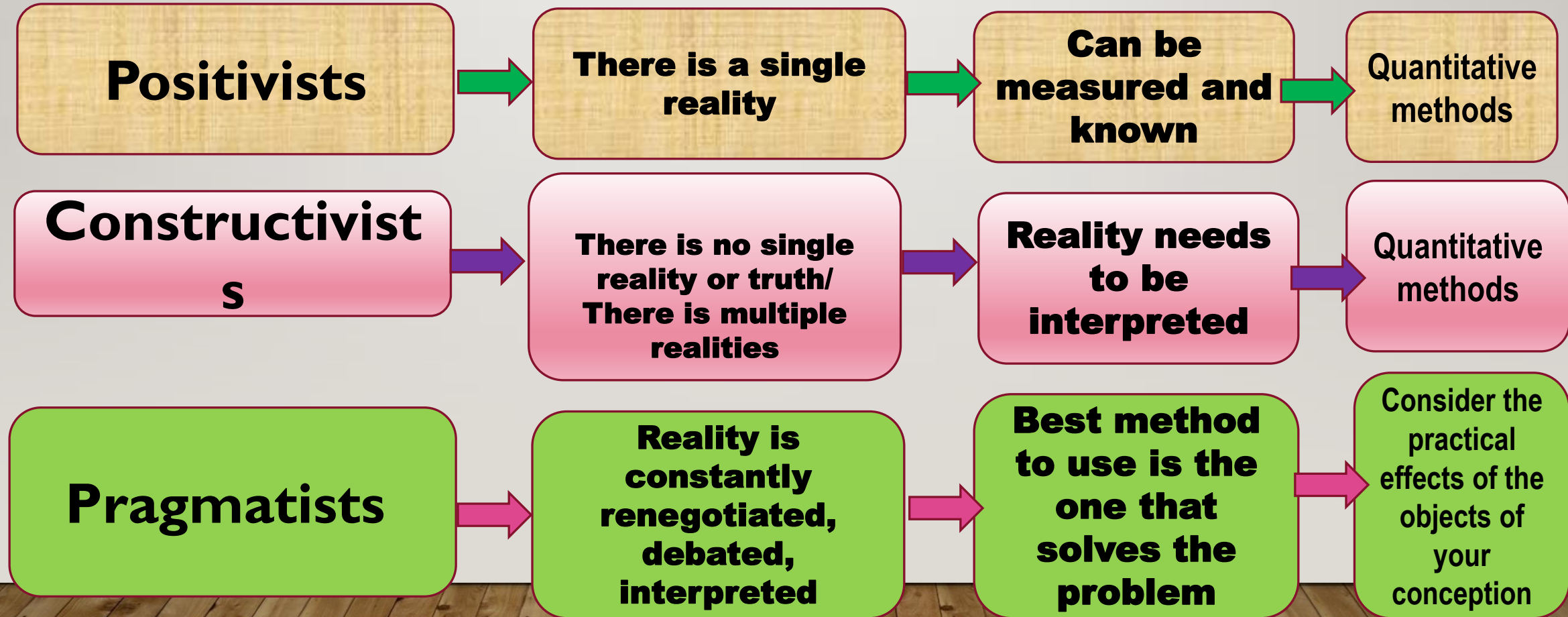
PARADIGM DEBATE/ DIFFERENT PARADIGMS

- Positivism
- Post-positivism
- Critical theory (ideology)
- Constructivism
- Pragmatists

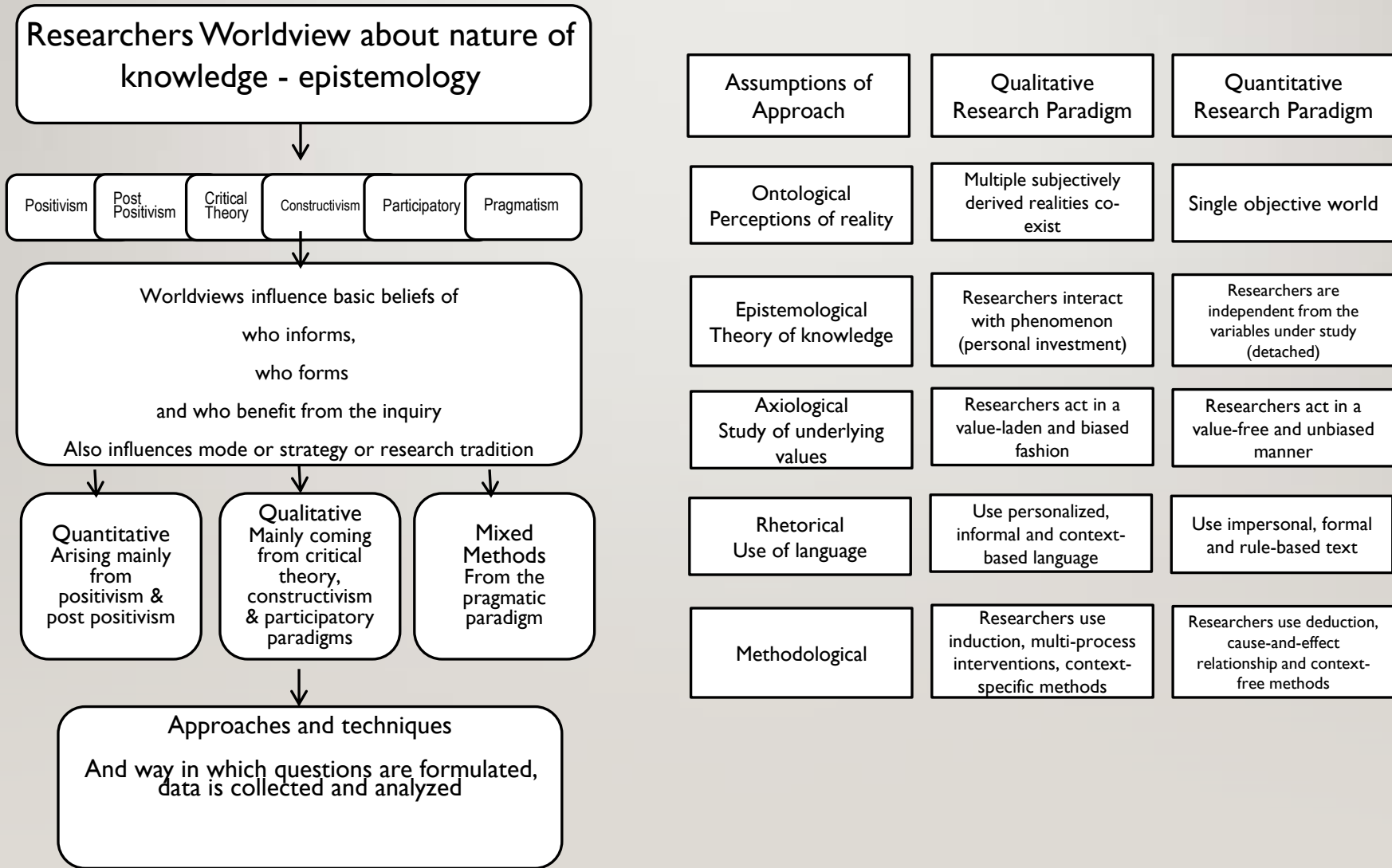
SOME OTHER SOCIAL SCIENCE PARADIGMS

- Macrotheory and Microtheory
- Conflict Paradigm
- Role Theory
- Functionalism
- Naturalism
- Marxism
- Neo- Marxism
- Feminist Paradigm
- Ethnomethodology
- Structural
- Post foundationalism
- Post structuralism
- Post colonialism
- Existentialism
- Post modernism
- New ageism

WHICH RESEARCH PARADIGM YOUR RESEARCH BELONG TO?



QUALITATIVE AND QUANTITATIVE RESEARCH PARADIGMS



TRIANGULATION

- Easterby-Smith, Thorpe and Lowe (1991) as cited by Da Vinci (2009:14), define the following four types of triangulation:
- Data Triangulation: Data is collected at different times and source and combined, or compared to increase confidence;
- Investigator Triangulation: data is gathered by different investigators, independently and compared/combined to increase confidence;
- Methodological Triangulation: Using both qualitative and quantitative methods to increase confidence, and
- Theories Triangulation: using two different theories to explain the same problem.

ACTIVITY

Read the paper written by Scotland (2012) and discuss the following aspects of educational research paradigms:

1. What are the three educational paradigms had been explored in this paper ?
2. “ Every paradigm is based upon its own ontological and epistemological assumptions” . Do you agree with this statement ? Give reasons for your answer.
3. What are the major differences that you have observed between positivism and post-positivism.
4. How would you describe ontological & epistemological positions of the Scientific paradigm and the Interpretive paradigm ?
5. Describe methodological underpinning of the critical paradigm and how it differ from the scientific and the interpretive paradigms .

REQUIRED READING

- Babbie E. (1998). *The Practice of Social Research 98th Edition*. Wadsworth Thomson. London.
- Kuhn, T. S. (1970) *The Structure of Scientific Revolutions* (2nd Edition) University of Chicago Press. Section V, pp. 43-51
- Crotty, M. (1989). *The foundations of social research*. London: Sage.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). London: Sage.
- Scotland, J. (2012). Exploring the Philosophical Underpinnings of Research: Relating Ontology and Epistemology to the Methodology and Methods of the Scientific, Interpretive, and Critical Research Paradigms. *English Language Teaching*; Vol. 5, (9), pp. 9-16
- Uyangoda J. (2015). *Social Research: Philosophical and Methodological Foundations*. Social Scientists' Association. Colombo

Thank You