



Kingdom of the Netherlands

KING HUSSEIN FOUNDATION  مؤسسة الملك الحسين  
مركز المعلومات والبحوث  
INFORMATION AND RESEARCH CENTER



## Training Manual | Social Research Methodologies



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## Information and Research Center - King Hussein Foundation

Launched in 1996 as part of the National Task Force for Children.

The Information and Research Center – King Hussein Foundation (IRCKHF) serves as a catalyst for socio-economic transformation through research, information and dissemination of knowledge. The IRCKHF was initially launched in 1996 as part of the National Task Force for Children. Today, the IRCKHF promotes the welfare of children, youth, women, families, communities, and vulnerable groups by providing objective, multidisciplinary research and analysis to practitioners and policymakers in Jordan and the Middle East, enabling effective socio-economic planning and decision-making.

Through cooperation with national and international partners and the creation of an online platform for knowledge sharing, the IRCKHF advocates for positive change by disseminating research findings on critical issues falling under the pillars of social cohesion, equality and justice, and civil society empowerment. The IRCKHF provides access to information using quality research, education and awareness, and advocacy.

**VISION** A leading applied research establishment in Jordan and the region for effective socio-economic planning and decision making.

**MISSION** Conduct and disseminate multidisciplinary applied research and analysis for practitioners, policy makers and advocates to improve the wellbeing of individuals, families and communities through effective socio-economic planning and decision-making.

### About the project:

In cooperation with the Legislative Studies & Research Center - House of Representatives, the Information and Research Center – King Hussein Foundation is implementing a project funded by the Embassy of the Netherlands on gender mainstreaming at the Legislative Studies & Research Center - House of Representatives. The general objective of the project is as follows:

To identify the level of awareness on women's issues, to identify professional ideas and practices pertaining to gender mainstreaming in policies, programs, and budgets, and to get a sense of the extent of responsiveness to and conviction in gender issues. This contributes to adopting policies or programs that promote the role of women and prevent discrimination against them. Not to mention providing a service to policy and decision makers to provide the optimal investment in efforts exerted to promote women's status in Jordan, achieve gender promotion, and empower women.

This manual was drafted to empower the staff of the Legislative Studies & Research Center - House of Representatives on the subject of qualitative and quantitative gender research. The manual touched upon all phases, including literature review, legislative review, and design and testing of research tools. The manual

collected and analyzed information, and concluded recommendations and findings.

## Section I: Formation of the problem and research hypothesis and literature review

## The research problem

Social research starts with an initial research problem that is yet to be fully shaped, and that can be redeveloped and formed later. The problem in general is an ambiguous situation that requires clarifications or questions on the researched phenomenon.

A problem is redeveloped and formed through the collection and analysis of information in the first phase of the research. The quantitative research problem is formed through the review of the topic's literature and previous research, strictly those relevant to the research topic.

Based on the aforementioned, a researcher derives the problem from several sources; depending in their importance on the following:

- a) Some of what occurs in the research domain
- b) The researcher's personal expertise, skills, and abilities
- c) Previous relevant research and studies, ensuring they are studied in-depth.

Basic elements in selecting the problem (relevant to the research topic):

- A problem must be appealing and of interest to the researcher
- A researcher must have sufficient skills and qualifications to track the problem from its origin.
- Information must be available (to respondents) about the problem
- Administrative facilitation must be provided by the party concerned with the research problem.
- The problem and the diagnosis of its required solutions must have practical benefits.
- The problem should be as original as possible, and has yet to be researched.

- The problem must be related to a national, social, or administrative unit or institution.

## Hypotheses

The formation of the problem leads the researcher to identify the hypothesis or hypotheses required for his research. A hypothesis is an intelligent opinion or theory that provides a temporary solution to the problem of research, or a temporary answer to the question of the researcher on the problem. The researcher holds on to it temporarily.

The hypothesis includes an independent variable that is effective, and a dependent variable that is affected by the independent variable.

- The dependent variable: It exists in the formation of the research problem, and the researcher needs one or more independent variables to form hypothesis or hypotheses.
- The relationship is either proportional (positive relationship), inverse (negative relationship), or nonexistent between the independent and the dependent variables.

## Characteristics of good hypotheses:

- Realistic: not unreasonable or impossible, that is to say applicable.
- Specific: not extensive or overlapping, and able to be divided into more than one hypothesis.
- Provides a comprehensive explanation of the problem and the phenomenon investigated.
- Simple, clearly formed, and not too generic.

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- Clearly defines the relationship between the independent variable and the dependent variable.
- Clear of potential personal bias of the researcher.
- Their number should be limited and reasonable.
- The researcher should be able to draw conclusions after the availability and analysis of information.
- Formed either by proof or negation, and both may not be combined.
- The researcher must possess experience and knowledge, clear of arbitrary and random interpretation when determining variables.

### Validation or invalidation of a hypothesis

The hypothesis is a method that directs the researcher towards collecting and interpreting data and information. It directs the researcher towards the path and methodology to follow, the quality of the data and information he/she needs.

A hypothesis is valid if the researcher can find concrete research evidence which is consistent with it. The researcher's ability to secure such evidence leads him/her to validate the hypothesis, and thus provide a solution for the problem of research.

The researcher's inability to find evidence supporting the validity of the hypothesis does not mean that it is invalid, that it should be revoked, and that the researcher should investigate another hypothesis. If the researcher finds evidence that contradicts the hypothesis, and proves that it is invalid, he/she must declare it (invalidity of the hypothesis)

### Literature review

#### What is literature review?

Literature review means to summarize or aggregate the most important results of previous research related to the problem.

Literature review is not a descriptive summary of studies on the subject, or merely a list of previous studies published in the field, but rather a systematic critique of studies on the subject.

#### Purpose of the Literature review

- Identifying the problem.
- Putting the study into a historical perspective.
- Avoiding unnecessary and unintended repetition.
- Helping to identify the most useful research methods (establishing research design).
- Selecting of standards, data collection tools, and appropriate methods.
- Linking results to existing knowledge and proposing new research.

### Suggestions to help the researcher organize literature review

- Transparency in the extrapolation, transmission, and documentation of the literature. Honesty in concluding what can be inferred from it.
- Integrity or neutrality in the selection of literature related to the current study.
- Remaining uninfluenced by the author and his/her status
- Subjecting available studies to critical analysis and indicating where the current study stands from previous ones.

## Organizing research-related literature

- Start with the latest studies. Proceed backwards with older literature. Read the summary first to decide if the study is relevant to the research problem. Skim through the study quickly before taking notes to identify the relevant paragraphs.
- Write notes on a card for each study
- Cite the study
- Do not write more than one reference on the card
- Verify and specify quotations. Specify and document rephrased paragraphs as well.

## Legislative review

A legislative review is the process of reviewing national provisions and articles related to the subject of research and comparing them to the provisions and articles in international laws and conventions ratified by the state. This aims to compare national legislations to international laws and conventions.

Example: Convention on the Rights of Persons with Disabilities 2007

## Documents

- The researcher does not rely on one type of source, such as books and periodica articles. There are other types, such as reports and university dissertations. Documents may be in hard or soft copies.
- Focusing on primary sources of information in collecting documentary information, before resorting to secondary sources
- Documentation is often complemented by another tool for information

collection, like interviews or observation

- A Literature review is important in descriptive and experimental research, and relies on sources and documents relevant to the subject matter

## Primary sources

Those are sources that have been directly, accurately, and objectively documented and recorded for the first time by a person or an entity concerned with the collection and dissemination of such information. They are the sources whose information is closest to authenticity and accuracy.

1. Biographies of various political, social, and professional figures, whose information is provided by persons with direct knowledge. Memoirs and personal accounts written by people who experienced the events about which they write.
2. Current official documents representing communications and correspondence of departments and institutions.
3. Historical documents preserved in bookhouses and national centers, such as treaties, conventions and accounts of event.
4. Annual and other periodic reports (quarterly or annual) issued by productive institutions (factories, laboratories, companies ...) and service institutions (hospitals, schools, libraries, universities, etc.)
5. Statistical publications issued by official bodies concerned with population, economy, trade, irrigation, agriculture and culture. Such as the Statistical Yearbook issued by the Department of Statistics.
6. Manuscripts have objective significance and historical connotations.
7. Published results of scientific research and experiments, be it university dissertations of various levels (PhD, Master, etc.), or research

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conferences and scientific meetings; local, regional, and global.

8. Patents registered with the official authorities concerned, which clarify their specifications and uses.

### Secondary sources

- Sources that draw information from primary sources, directly or indirectly, meaning that information is transmitted or translated through a second or third source, whose information is indirectly drawn from a primary source.

Based on this, secondary source information can be less accurate than primary source information, for several reasons, which can be summed up as follows:

1. The probability of error in transferring numbers or other data or in translating them from the primary source to the secondary source, or from a secondary source to another secondary source
2. The probability of error in the selection of appropriate words and terms, in the case of translating information into another language, or rephrasing in the transfer of information.
3. The possibility of adding to the original data and information for the purpose of explanation and clarification, and making unintentional errors in the interpretation of such data and information.
4. The omission of certain data and information for the purpose of reduction and summarization and the accompanying changes that may be unintentional.
5. The possibility of distortion, through intentional change of information, for political or social reasons.





**Quantitative Research**

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### Quantitative methods:

Quantitative research is based on the measure of quantity. It is applicable to phenomena that can be expressed in quantitative language. It is research that collects data through the use of quantitative measurement tools, developed to ensure credibility and consistency. It is applied to a sample of individuals representing the original study population. Quantitative data is processed in statistical methods, leading to results that can be generalized to the study population within a certain degree of confidence.

#### When are qualitative methods used?

Quantitative research is used when in possession of knowledge about the topic that the researcher wishes to study. Meaning that there would be specific theories and previous literature available to the researcher. The degree of clarity available in the phenomenon or problem under study enables the researcher to use quantitative methods in the research. In addition to the availability of fixed and statistically credible standards on the variables whose correlation is under study.

### Quantitative Research Steps:

#### Defining study population and sample

There are several considerations to select the sample size:

- The degree of homogeneity and variation among the units of the study population.
- The Nature of the problem or phenomenon under study.
- The confidence Interval that the researcher wants to comply with.
- Time, effort and cost.

### Preparation of quantitative tool:

#### Definition of the questionnaire:

A questionnaire is a research method used widely to obtain information and data related to people's situation, dispositions, or attitudes. A questionnaire is a set of questions developed by the researcher to draw specific information about a specific subject or problem. The questionnaire is sent or delivered to the selected subjects to record their answers to the questions and return them to the researcher

#### Task No. (1) The concept of the questionnaire and the importance of its use

Time required to perform the task: 20- minutes;

**Method used to perform task:** - Workgroups;

**Task tools:** - Colorful cards with different sentences written on them, flip chart, paper adhesive, sharpies ;

**Task steps:** -

- Take one of the colorful cards distributed by the coach with sentences written on them
- Formulate questions with your colleagues. write a set of questions about the sentence written on the card you selected; -
- Utilize your expertise in formulating these questions;
- Write the questions on the flip chart paper and stick them to the wall using paper adhesive; -
- Examine the questions written by your colleagues in the other group and read them to your colleagues in each group; -
- Summarize your information according to specific topics related to the subject of questions.

## The stages of designing a questionnaire

### First: Determine the type of information required

A questionnaire is designed in light of the general framework of the study's topic. It includes the main and sub-objectives of the research. The dimensions and themes are defined in a logical manner and questions are posed under each theme. Generally, the types of questions, according to the information requested, may include:

- Fact questions (age, gender, education).
- Public opinion questions.
- Motivation questions (causes, why).
- Knowledge questions.

### Second: determining the types of questions:

- Open-ended questions allow participants to give free answers. They are useful in exploratory research and complex issues. Their disadvantages include difficulty in categorization and analysis of answers, and influx of large amounts of data
- Closed-ended questions: the identification of responses with prescribed choices. Their advantages include easy coding. Additionally, they are dependable and reliable, as the answers are specific, the questions are easily managed, and the questions are easy to understand for the respondents. Disadvantages include the fact that it imposes a specific orientation on the respondents' answers, and sometimes individuals find no appropriate answer among the choices.
- There are also scale questions, which allow respondents to determine their agreement or disagreement with a statement or question. The Likert scale is the most widely used format (e.g. strongly agree/ agree/

neutral/ disagree/ strongly disagree, or ranking from 1 to 5, etc.).

### Third: Determining content, format, and sequence of questions:

At this stage, the researcher identifies the specific questions to ask in terms of content and phrasing (are they necessary or not?) and how many questions are required for each element.

### Rules related to the phrasing of the questionnaire's questions

- Phrase questions in clear terms, and easy words with specific meanings, so that respondents can easily understand what is required in the question.
- Use general terms that people understand, and if there are terms and expressions with precise meanings, the researcher must explain them to the respondent.
- Sentences used to phrase questions must be short and relevant. There is no need to use long sentences that may hinder the interviewer's understanding.
- Questions of quantitative numerical nature should be carefully phrased
- A question should encompass only one idea. It is not permissible to include more than one idea in one question, as this would create confusion.
- Questions should be worded carefully so as not to include any bias, or elicit biased responses.
- Moral questions should not embarrass the respondent.

### Rules to phrase the questionnaire's questions

- Questions on a particular topic should be placed together so as to avoid distraction

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- In the case of multiple choice questions, all possible options must be set, leaving an open item for the possibility of other options.
- Measurement units used for currency, date, and distance must be specified.
- Avoid questions that contain personal topics, except in rare cases where the nature of the research requires such questions.

### Types of questionnaires:

Closed-ended questionnaire: where questions have specified answers (example: yes/ no).

Open-ended questionnaire: where questions do not have specified answers, but are rather open to opinion: (example: What are your suggestions for increasing the Jordanian women's political participation?).

Closed-ended/ open-ended questionnaire: Some of its questions have specific answers, others are open to various answers.

### Fourth: Drafting the questionnaire in its final form:

In this step, the researcher drafts and edits the questionnaire well so as to entice respondents. There are several points to be considered in the drafting process:

#### Sections of the questionnaire:

Introduction: Confidentiality of data, descriptive data, interview record, research objectives and purpose, (general overview of the research and questionnaire) and request for cooperation

Preliminary data: Preliminary data pertaining to the individual, family, institution, etc.

Other Sections: second, third, etc., according to the purpose and goal of the research

The last section: the researchers observations (about the respondent, about certain questions, other observations), researchers name and the date

#### Things to consider when drafting the questionnaire:

- It is preferable for the questionnaire to be relatively short, requiring no considerable effort and time save for exceptional cases.
- Avoid unnecessary and unimportant questions as they bore the respondent and makes him/her feel like the questionnaire pointless.
- Do not include questions that can be obtained from other sources, this causes redundancy and undermines the questionnaire and research.
- Ensure that each question in the questionnaire relates to the research problem and achieves a partial goal that contributes to the achievement of the research objectives.
- Include open-ended questions that give respondents freedom to express their opinion.
- Ensure confidentiality of data in the questionnaire.
- Develop guidelines and instructions for filling the questionnaire, even if examples are required.
- Produce and design the questionnaire in an attractive manner.
- Number of questionnaire pages and questions.
- Write the research title at the beginning of the questionnaire.
- Sort questions on each page in a way that allows giving appropriate answers.
- The questionnaire should be as short as possible.
- The instructions for completing the questionnaire should be clear and concise.

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- The paper type should be good, with text printed on one side only.
- Questions should be divided into groups and clearly labeled.
- At the end of the questionnaire, thank the respondent for his/her cooperation.
- The questionnaire is often accompanied by a letter or introduction explaining the purpose and importance of the study and confirming the confidentiality of information, stressing that it is used for scientific research purposes only.

### Task No. (2) How to use the questionnaire

Time required to perform the task: 30- minutes;

**Method used to perform task:** - Workgroups;

**Task tools:** - Colorful cards with different sentences written on them, flip chart, paper adhesive, sharpies;

**Task steps:** -

- Utilize your information on how to use questionnaires in different assessment areas; -
- Participate in the brainstorming during this activity; -
- Compare your answer with your colleagues' responses and suggestions; -
- Initiate by taking notes on the Flip Chart and read them.

### Testing the questionnaire before the actual application

The process of the peer review, where the researcher selects a group of experts and distributes copies of the questionnaire among them to review. They then proceed to record their observations and express their opinions on the questionnaire's content. Reviewers are often selected from two categories:

**First:** Experts in research methodologies and drafting of questionnaires.

**Second:** Reviewers specialized in the field of research addressed by the questionnaire. These observations and opinions are taken into consideration, discussed, and studied carefully

### Piloting the questionnaire: survey pilot

This is where the questionnaire is tested on a small sample of individuals. The sample would be representative of the overall sample in the study.

This test is beneficial to the researcher in several aspects:

- Determining the degree of respondents' response to the questionnaire.
- Identifying ambiguous questions.
- Initial testing of the hypothesis.
- Clarifying some problems related to design and methodology.

Rules to observe for ensuring responsiveness:

- Develop specific questions to clarify the sincerity of the respondent, by asking clear questions that have no more than one answer (yes / no).
- Develop questions whose answers are related to other questions in the questionnaire.

A questionnaire's advantages include:

- The possibility of covering large areas, especially in light of the use of modern technology.
- Giving the researcher full freedom to choose the appropriate time and conditions.
- The questionnaire is particularly useful when respondents are kept anonymous, especially as the forms are distributed and returned in a way that makes respondents feel reassured that their identities

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remain unknown.

- The questionnaire can be an effective means of gathering information from the respondents' point of view. The questionnaire should be brief so that respondents do not spend more than 15 minutes answering it.
- Different templates of the questionnaire can be distributed to different audiences. This strategy is especially useful when you have a large group of respondents and many questions you want to ask to the population.
- Sample members are asked the same questions and in the same manner
- Questionnaire do not allow the researcher to intervene in the answers of respondents compared to observation and interview methods

A questionnaire's disadvantages include:

- Questionnaires are relatively easy to design, but require time and experience to prepare accurately.
- Questionnaires can take considerable time to distribute, process, analyze, and supply.
- Questionnaires are not as flexible as interviews or focus groups. They usually collect information about certain questions directly within it.
- Many people are reluctant to answer the questionnaire.
- Some respondents do not have sufficient knowledge to fill out the questionnaire.
- Lack of understanding of linguistic terms in a proper and unified manner, with varying linguistic and cultural levels.
- The prevailing culture sometimes does not allow having stances on controversial issues such as customs and traditions.
- Lack of culture that gives importance to scientific research and questionnaires.
- Lack of a serious attitude to fill out the questionnaire.

### Task No. (3) Design of the questionnaire:

Time required to perform the task: 45- minutes;

**Method used:** Brainstorming using workgroups

**Objective:** Provide trainees with the skills to design a questionnaire

**Tools:** Cards, sharpies, paper adhesive, flip chart (5)

**Steps:**

- Take one of the cards distributed by the trainer where the research topic is written.
- With your colleagues, phrase a set of questions related to the topic on the card Utilize your experience to phrase these questions in a smooth and straightforward manner.
- Write down the questions on the flip chart.
- Present your work to your colleagues.
- Listen to your colleagues' observations, and discuss the validity or invalidity of some questions, clarifying the reason.

### Quantitative Data Collection Phase:

**Training:**

Individuals who have been selected, both within and outside the institution, need to be trained theoretically and practically to use the questionnaire. This is to

convey the concept, indications of terms, and definitions from designers to field researchers.

More than one approach can be used, such as roleplaying, to evaluate the performance of field researchers.



### Methods questionnaire distribution:

- Direct contact: (direct interview): If it will be distributed in close areas or to certain institutions, it is preferred to distribute it by hand either by the researcher himself or by his/her colleagues. An advantage to this is that the response rate is higher and more credible.
- Regular mail: if the questionnaires were to be distributed in distant and sporadic areas, they can be provided in the return envelope, with the return address and stamp if possible. One of the disadvantages of this method is that many of the questionnaires sent are not returned to the researcher.
- Websites or e-mail
- Phone
- Fax

### Distribution of field staff:

Management Team: This team determines the dates of field visits, and

the provision of materials and logistical supplies for the fieldwork.

Field researchers: fieldwork is divided among one or more teams, each field team consists of a supervisor and field researchers, who, in turn, divide geographical areas among themselves

Data entry clerks: A number of employees are assigned to input approved questionnaire data into the program designated for this purpose. Quality control officers then conduct tests to verify the validity of the input.

Quality control officers: Employees are assigned to verify the quality of work throughout the project. They verify the level of compliance with the approved standards. The quality officer can reject any questionnaire if it does not meet these criteria.

Lists of work areas and details of field visits are distributed every morning and during a morning meeting attended by the team supervisor and field researchers. The supervisor gives each field researcher a list of confirmed interviews to be conducted on a daily basis.

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At the end of the day, the supervisor fills out a form to monitor the daily performance of the interviewers and to track the progress of the field work. The completed questionnaires are handed over to the field manager.

Field staff members are given a record of identification data for respondents such as fixed and mobile phone numbers, detailed address, and date of field visit.

The collection of the questionnaires requires the following tools:

- A contact list that including comprehensive contact information of the team, project manager, and supervisors
- A cell phone to communicate with the field team supervisor and the organization.
- An introductory letter on the project, which is an official letter and request for cooperation to the respondent.
- Printed paper questionnaires
- Field Work Manual.
- Employee identification card
- Stationary

The ethics of questionnaire collection:

- Dress appropriately, in a socially acceptable manner.
- Avoid pretense, and assume a simple and modest demeanor. Do not make any gesture that alludes to the respondents social or cultural level.
- Explain the task concisely and without exaggeration. Emphasize the confidentiality of the data, the purpose of data collection, and not impersonate specific characteristics, thinking that this may facilitate the mission. Such behavior may cause aversion and unwanted effects.

- Deal with everyone you meet in manner appropriate to his or her culture, circumstances, and age. This is done through the selection of appropriate words, expressing respect to the respondent for his/her cooperation. This aims to leave a good impression about the staff and to inform the respondent about the possibility of a second interview by the field supervision staff for quality control purposes.
- Respect the privacy of the places visited and do not to enter unless invited.
- Keep your identity card clearly pinned to your clothes and introduce yourself.

Periodic field reporting:

Periodic reports play an important role in following up the implementation of work in general and in the following up field implementation in particular, as the implementation of this phase is associated with other date(s). Periodic reports at the field level are one of the tools used for monitoring work progress and production rates in the field, because they monitor problems, thus swiftly intervening to address them. Special report templates are used to identify daily completion rates.

Quality Inspection:

Field supervisors should review all questionnaires before submitting them to the workplace. This examination is necessary to ensure that the field interviewers completed their work according to the required standards. This examination should include verification of:

- The Field interviewers have filled in all required fields correctly.
- Procedural summary information being is correctly filled.

- Field supervisors should verify that field interviewers are following the sequence of questions correctly, and the pattern of moving and skipping between questions was done properly.

### Coding:

the process of moving from the questionnaire to the computer program:

The next step preceding the introduction of the questionnaire to the computer for analysis is to encode the data. Data encoding is the process of converting the

answers to each question into numbers or characters that are easy inputted into the computer.

125	Do you contribute in the household income?		1
	Yes	1	
	No	2	

### Data Entry:

The answer codes are entered into the computer program in preparation for analyzing the data and extracting the results. More than one methodology is used to verify the entry. One of the methodologies is entering the same questionnaire by two data entry officers, then comparing both inputs to verify them.

Income	1	2	1	2	1	1	1	1	1	1
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### Task No. (4) Using and implementing the questionnaire

**Method used:** roleplay

**Objective:** To enable trainees to use the questionnaire

**Tools:** A ready questionnaire, pens, coding paper

**Steps:**

- Get a copy of the questionnaire
- Start with another colleague to form a group of two.
- Select the researcher and the respondent
- Fill out the questionnaire
- Write your notes as a researcher
- Codify the answers you received
- Transcribe the code on the paper

### Data Analysis Phase

Definitions

**Data:** raw materials

**Information:** The results we derive from data

**Evidence and proof:** Repetition of information turns it into evidence

**Knowledge:** The frequency and spread of evidence turns it into knowledge

**Wisdom:** The accumulation of knowledge in specific times and locations leads to wisdom and helps to reach in-depth analysis.

Data types:

**Qualitative data:** Descriptive data which are immeasurable but can be classified by type and grade.

**Ordinal data:** data in which the study population is put into a hierarchy,

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not just categories, including the scale of response (I agree, strongly agree, etc.).

**Numerical Data:** data that take the form of numerical values such as age and income data.

**Ratio Data:** They take the value of absolute zero for their lack of character. They are rarely used in behavioral and social phenomena because of the difficulty of assuming a definite lack of manifestation.

### Variables

Variables are divided into:

**Dependent variables:** These are the variables we try to explain, learn the reasons for their occurrence, and know the extent to which they can be predicted.

**Independent variables:** They play a direct role in the occurrence of dependent variables. We use them to support our interpretation and understanding of these changes, and to predict the situation that would ensue.

**Example:** There is a relationship between teacher and students performance

1- Independent variable (teachers method).

2- Dependent variable (students performance).

### Key steps in data analysis

- Data encoding
- Data entry on the computer program
- Selection of variables for analysis

- Selection of the appropriate statistical test to conduct the statistical analysis
- Tabulating data to make it interpretable

#### Task No. (5) Analysis of the questionnaire

Time required to perform the task: 1 Hour

**Objective:** To familiarize trainees with basic steps to analyze the questionnaire and provide them with the basic skills needed to analyze the questionnaire.

#### Steps:

- Examine the questionnaire you have and answer the questions.
- Learn about the purpose of the questionnaire.
- Participate in transcribing answers to closed-ended and open-ended questions.
- Arrange the answers with your colleagues according to the goal and draw the results that were not covered.
- Comment on the task and express your understanding of the analysis process.

### Task No. (6) Analysis of data drawn from the questionnaire

Time required to perform the task: 30- minutes;

**Method used:** Workgroups;

**Tools:** Colorful cards with different sentences written on them, flip chart, paper, adhesive, sharpies

Ten questions with answers to each one;

#### Steps:

- Examine the questionnaire at hand and answer the questions contained therein; -
- Learn the purpose of the questionnaire for the two groups; -
- Categorize the questionnaire themes in collaboration with your fellow trainees; -
- Participate in transcribing the answers according to the themes;
- Arrange the answers with your colleagues according to the goal and summarize the goals that are not covered by the information; -
- Comment on the task and express your understanding of the analysis process; -
- Participate with your colleagues in answering the following open questions: -
  - How were the questionnaire's themes categorized?
  - How were the questionnaire's themes linked to questions and answers?
  - Why did the questions and data drawn from them cover the objective of the questionnaire?



## Qualitative Research

### Definition of qualitative research, and research methodologies used

Qualitative research: aims at understanding views and trends and analyzing different phenomena, be it natural, human, or social. This is done through monitoring, testing, and reviewing previous studies and interviewing individuals and groups in a systematic manner. Research is scientific when it is accurate, methodical, and strict.

#### What is qualitative research?

- Qualitative research is used to study human behavior, relationships, and concepts, and to understand social patterns and trends.
- Qualitative research investigates «how and why» people behave in a specific way rather than «what, where, and when.»
- Qualitative research is an in-depth dialogue with individuals and small groups. A systematic monitoring of behaviors, and analysis of documented data.
- Qualitative research is used to understand attitudes, beliefs, motives, aspirations, culture, and lifestyles of individuals.
- Qualitative research is a type of scientific research. Scientific research aims to:
  - Get answers to predetermined research questions.
  - Collect evidence.
  - Highlight new results that have not been identified before.
- Qualitative research looks into a title or topic for research from the point of view of the local group concerned with the issue under consideration.
- Qualitative research is useful in obtaining specific information related

to the values, opinions, behaviors, and social contents of particular groups.

- Qualitative research is concerned with the interpretation of social phenomena.
- Qualitative research aims to help us understand the world in which we live and show us why things happen the way they do.
- Qualitative research is concerned with the social aspect of the world and seeks to answer the following questions:
  - Why do people behave the way they do?
  - How are opinions and attitudes shaped?
  - How are people affected by events around them?
  - How and why have cultures evolved in the way they have?
  - Differences between communities

### The difference between research methodologies:

In terms of methodical tools, research is divided into two types, Qualitative Research, and Quantitative Research. The main differences between the two include: flexibility, spontaneity, deeper understanding, access and discovery of intangible things, assessment of relationships, and communication with the respondents.

The fundamental difference between the two methodologies is flexibility. In general, Quantitative methods are inflexible. The researchers ask all participants a unified question and get consistent answers based on predetermined forms. The advantages of non-flexibility are that it allows for meaningful comparison of the participants' answers and areas of study. However, they require an in-depth understanding of the important questions that should be asked, the best way to ask them, and the scope of possible answers

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In contrast, qualitative methods allow spontaneous and adaptive interaction between researcher and the respondent. The relationship between the researcher and the participant is less concerned with formalities in the qualitative methodology than in quantitative methodology. Participants are given the opportunity to expand the answer and elaborate on the details. Researchers are also given the opportunity to comment on the participants' answers by formulating subsequent questions based on the participants' information.

### Disclaimer:

Qualitative research often presents open questions that do not necessarily dictate asking them the same way to each participant. Participants are therefore free to formulate their answers, which are often more complex than «yes», «no», «white» or «black», qualitative researchers do not suffice with white or black answers, but try to figure out why something is black and why some feel comfortable

### Key differences between qualitative and the quantitative methodologies:

	Quantitative research	Qualitative research
Type of data	Numerical	Non-numerical (descriptive and visual)
Research problem	Determined prior to the study	The research problems and methods arise as the understanding of a subject deepens
Sample size	Larger	Smaller
Research procedures	Statistical	Categorizes and organizes data in patterns that lead to descriptive characterization
Interaction with participants	Little	Large
The belief of research	A stable predictable world, where we can measure, understand and generalize something	Meaning is related to a particular perspective or context that varies depending on individuals and group, so the truth is multiple

## Social Research Methodologies

<b>Flexibility</b>	There is no flexibility	Highly flexible
<b>Participation</b>	Little participation	Large participation
<b>Transcription/ analysis of data</b>	Transcription and analysis of data after their collection	Transcription and analysis of data during their collection
<b>Measurement</b>	Aims to measure something	Aims to understand phenomena in their context
<b>Number of variables</b>	A limited number of variables depending on their presence in the questionnaire	Unlimited number of variables
<b>Number of research tools</b>	Limited research methods and tools	Multiple research methods and tools
<b>Studying the phenomenon</b>	Studying the phenomenon in a point limited in time	Studying historical phenomenon
<b>Sample type</b>	Random sample	Intentional sample
<b>Analysis volume</b>	Large statistical analysis	Very little statistical analysis
<b>Generalization of results</b>	Results can be generalized	Results cannot be generalized

### Task No. (7) Sorting paper clips by methodology type

Time required to perform the task: 20- minutes;

**Tools:** Please provide small colorful paper clips. (Red and blue)  
Sharpies

#### Steps:

- Divide participants into three groups.
- Distribute paper clips and pens among groups.
- Please write all differences on an A4 paper randomly. At the beginning of the activity, an A4 sheet must be distributed among groups.
- Ask each group to write the qualitative differences on the red paper clip, and the qualitative differences on the blue paper clip.



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### Qualitative and quantitative research differ in terms of:

- Analytical goals.
- Type of questions.
- Tools used to collect information.
- Forms of data produced.

#### Why qualitative research:

- When we want to discover a particular topic, or idea.
- Desire to deepen understanding: perceptions and culture of participants, their way of life, their motives, values, behavior, and preferences.
- When we want to understand the reasons behind quantitative research results.
- Developing hypotheses for quantitative research.

### Research ethical principles:

- Respect for the protection of dignity, independence, and no harm
- Justice
- Respect for local communities
- Prior Informed consent: a mechanism to ensure people's understanding and realization of their decision to participate in this type of research. The consent can be written, verbal, or recorded for documentation.
- Participants need to be provided with all details of the research: purpose of the research, expected duration of the research, voluntary participation, information on communication with the researcher



### Conclusion

- Qualitative research is concerned with the «how» and «why» in a subject through the analysis of unstructured information.
- Qualitative research does not depend on statistics and numbers.
- Qualitative research explores attitudes, behaviors and experiences through interviews and focus groups. It seeks in-depth views from participants. The number of participants in qualitative research is also low, but communicating with these people takes longer.
- Quantitative research produces statistics through expanded survey as a search method.
- Knowing the key differences between qualitative and quantitative research



**Focus Groups Methodology (Focus Groups)**

## Research Manual

Focus groups are used to approach sensitive issues, and are more accurate than other methodologies in detecting differences in the tracks and trends of public opinion on important issues. They also show the emotions that lie behind people's attitudes to specific issues and are shown by monitoring verbal and non-verbal responses.

### Definition:

It is a discussion in a group of respondents to give information and data. They are selected to discuss a problem or a phenomenon, through a set of key or specific questions, which aim at gaining an in-depth understanding of the views, experiences, understanding, and beliefs of participants in the phenomenon or topic under discussion.

### When do we use focus groups?

- When questions are «how» and «why» and «why is something more important» than rather than «what» and «how much.»
- When we want to know a group's reaction to certain questions.
- When we need answers more than yes or no.
- When we know how people feel and behave towards a particular cause and why they feel or act.
- When we want qualitative data rather than quantitative data.
- When we need to know the degree of responsiveness to some issues.
- When paying attention to the complexity of behaviors and motives.

### Examples of focus groups:

- The reasons behind a particular behavior
- Identifying important issues for target groups
- Consumer feedback about a new product

### When do we not use focus groups?

- When we need statistical data, classification or yes or no answers.
- When subscribers cannot talk freely.
- Confidentiality is important but cannot be guaranteed.
- When participants object to social problems that prevent participation in a group.

### Examples:

- Answers to closed questions
- Educating people ,or asking for the consensus on something
- Measuring



### Pros and cons of focus groups:

#### Cons:

- They cannot normally be used to represent a society as a whole
- Participants usually take the stances of their peers in the group so be careful when interpreting the results
- Untrained interviewers can prompt participants to answer questions in a certain way
- In focus groups the exploration of individual convictions is limited

#### Pros:

- An abundance of information is produced faster and is less costly than individual interviews
- To explore simple issues, with ordinary people who do not have extensive experience in traditional experience research methods
- Given the flexibility of the questions you may discover positions and opinions that may not be disclosed in the survey questionnaire
- The researcher can be present in the session, which allows follow

### Designing a research project using focus groups

- 1- Focus groups are one of the most important qualitative research tools, and there is a large amount of information that results from them. This is a crucial element in achieving the objectives of the study. But these results can easily deviate from the research and can be overshadowed in analysis.

- 2- It is an important tool in qualitative research that is primarily of common interest or within the overall objective of the research. It is important that the number of participants in the discussion is between 12-8 or 15 at the most (male and female participants).
- 3- The discussion shall be conducted by a researcher (facilitator). The focus group is a fast and comprehensive way of collecting, categorizing, or grading information according to certain criteria.

#### Selection profile for focus groups:

You should identify the most important community members who can provide you with the information required (participants rich with information). The selection profile is the most important part of any research project according to the focus group methodology. Therefore, the participants who have characteristics of importance to the researcher should be chosen. We need to take into account the selection profile (geographic location, age, gender, income, family size, career status, trends) or any other characteristics.

#### Types of samples:

- **Random sample:** Any individual in the community can be chosen in equal proportions.
- **Conditional Sample:** A sample in which individuals are selected based on pre-defined or pre-set criteria.
- **Convenience sample:** a sample where individuals who are easily accessible (for example, geographically) are selected.

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- **Cluster random sample:** a combination between the random sample and the conditional sample. Researchers use specific criteria for participants to randomly select individuals who meet the basic criteria of the study.

### Variables

Variables	
Age	The age difference between the participants should be 10 to 15 years at most.
Gender	Males and females or different depending on the sensitivity of the subject
Socioeconomic level	Household income, social class
Religion	Muslim, Christian ... Other
Location	Cities, villages, countryside, desert, camp
Educational level	Elementary, secondary, university ....

#### Number of focus groups:

The number of focus groups is often related to the study budget and time constraints. The time factor is considered when determining the number of focus groups

#### How to formulate a discussion/ focus group guidelines manual:

- The discussion manual consists of a set of questions used by the facilitator during focus group discussions. Questions should be

formulated based on the main objectives of the study.

- A discussion manual is a series of questions prepared in advance for a specific sample of participants. It includes issues and topics to be explored.
- When formulating a discussion manual, you should ensure that the topics in question are linked to the research objectives.
- The manual has an easy start. It begins with ice breaking questions and then starts from the generalities to the specific questions that the research would like to answer.
- The manual contains a minimum of nine questions and a maximum of 15 questions. (As needed).

#### Discussion manual sections:

**First:** Introduction the discussion manual should begin with an introduction in which the interviewer introduces himself and invites the participants to introduce themselves. giving an introduction containing general information.

**Second:** Preliminary questions to create an atmosphere, the discussion manual begins with one or two preliminary questions to allow participants to overcome their concerns and provide a general introduction to the issues.

**Third:** Transitional questions they pave the way to reach the core of the topic, which is important because it conveys a climate of satisfaction and paves the way for the start of an in-depth discussion.

**Fourth:** In-depth questions: it is the middle of the discussion manual where participants are asked to express their views on the most important issues being

### Consider:

- Open questions, non-directing questions, follow-up questions, simple and concise questions, non-judgmental questions. Avoid following questions:
- Closed questions. Double (asking two or more questions at a time). Directed (i.e. biased)

The (researcher) interviewers techniques of in the management of discussion groups:

**Homogeneity:** Harmony basically means common issues, gender, and age shared by participants, leading to a flexible and comfortable interaction.

**A comfortable and open environment:** choosing a neutral place where participants and participants feel free to make statements and information, with the importance of choosing the nature of the session design to have a discussion based on participation, freedom of exchange and interaction.

**Researcher (facilitator):** The presence of a researcher who is able to facilitate the process of discussion and dialogue and has experience or relationship to the subject under discussion. (Know your abilities and use experts to get enough information).

**The presence of a note-taker:** the presence of a note-taker with the consent of participants, or the replacement of the cases of rejection with the facilitator's assistant (the note-taker), who records the proceedings and all that is going on, and raises ideas and information during the discussion that helps the facilitator in information that may be absent from his mind.

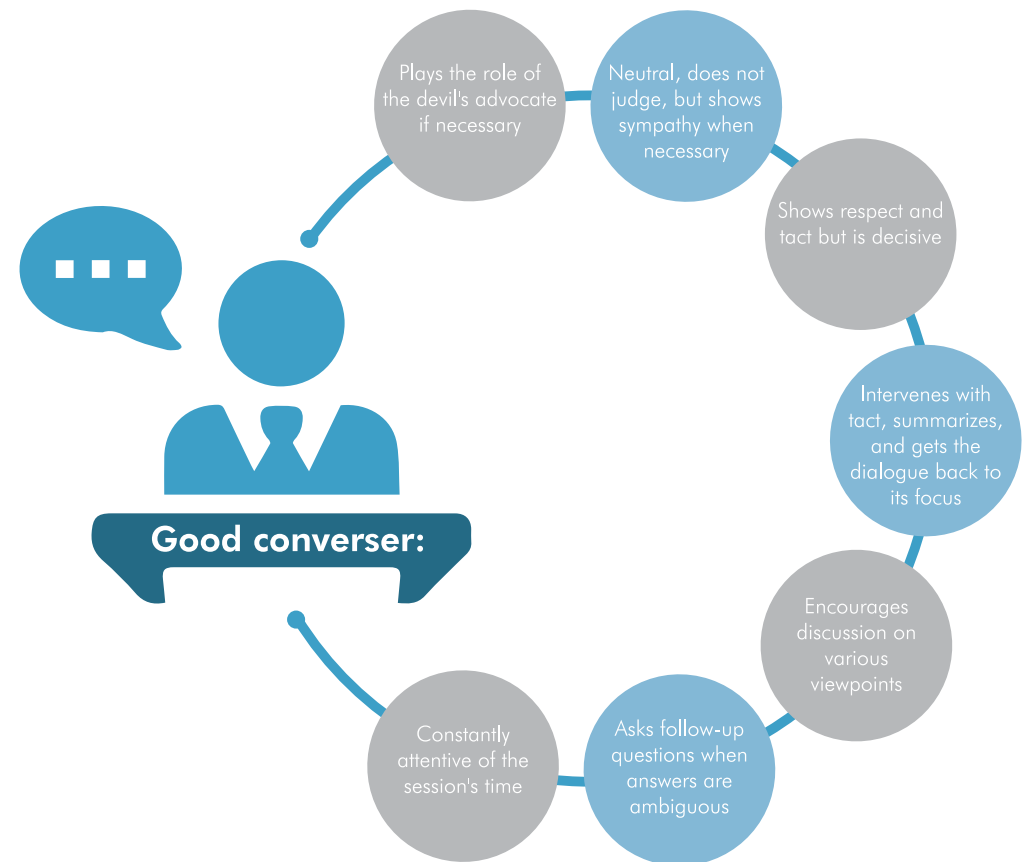
**The presence of a rapporteur:** recording the meeting with the consent of the audience, or in cases of no consent, writing notes by the facilitator's assistant (the note-maker), who records the proceedings and all that is going on, and raises ideas and information during the discussion that helps the facilitator remember information that may be absent from his mind.

Workshop time: Must be appropriate for the group, to feel free during the discussion.

Do not fear silence, it encourages the elaboration of speech.

Avoid directed questions, avoid hypotheses.

Listen carefully and show the participants that you are listening.



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- **The individual type:** who wants to participate constantly and have and individual opinion on everything.
- **The shy type:** who does not like to participate.
- **The naughty type:** troublemakers who have side talk.
- **Opposition type:** who likes to oppose for the mere attention.
- **The friendly type:** who supports all ideas.

Note taker (Assistant to the Facilitator):

It is necessary to have a facilitators assistant, whose main task is to record all notes during the group discussion.

The importance of the role of a note taker:

- Participants may not want to make a voice recording of the discussion group. Especially with information that that respond to key research objectives.
  - He should be familiar with the discussion manual, and the research methodologies.
  - He should be aware of the most effective means of dealing with the themes (researcher).
  - Listening to all that is said.
  - Observe the ambiguous meanings and language used by participants to present their ideas.
  - Try to avoid selective listening.
  - Do not guess the answers and assumptions.
- 
- Do not record a quotation that may be misinterpreted. Use direct quotations when it is interesting.

- Keep an open-mind while listening to what participants say. Do not impose your personal bias or your preconceptions.
- Do not use quantitative data and leave numbers aside.

### Task No. (8) Concept of focus discussion groups

Time required to perform the task: 30- minutes;

**Method used:** - workgroups, brainstorming;

**Tools:** Colored cards with different sentences written, flip chart paper, paper adhesive, sharpies;

**Steps:**

- When you listen to music split with your colleagues into two groups;
- Initiate partnerships with your colleagues to choose a facilitator from the group you joined;
- Discuss with your colleagues the subject written on the card received from the coach;
- Record the agreed views with your colleagues on the subject written on the card;
- Classify with your colleagues the agreed views according to the topic under discussion;
- Summarize with your colleagues all the ideas on the topic for discussion and identify the gaps;
- Answer the following open questions

### Task No. (9) How do we use focus groups?

Time required to perform the task: 30- minutes;

**Method used:** - workgroups, brainstorming;

**Tools:** Colored cards with different sentences written, flip chart paper, paper adhesive, sharpies;

#### Steps:

- Participate with your colleagues to choose a topic to discuss within the group;
- Discuss with colleagues the selection of a facilitator to facilitate discussion within the group;
- Record the comments agreed upon by your group with the same problem as suggested by them;
- Move between the papers on the wall to identify their stance on the problem and proposed solutions;
- Discuss each point with your colleagues by asking the following questions:
- Identify the points that are most expressive of the problem discussed
- How can these questions be used to solve the problem?
- Who are the affected parties?
- Any other questions that may occur to the trainees.

### Task No. (10) How do we analyze the data from a focus group

Time required to perform the task: 30- minutes;

**Method used:** - brainstorming;

**Tools:** puzzle pieces, clear tape, and colorful cardboard

#### Steps:

- Get a set of segmented cards that depict a particular image;
- Participate with your colleagues to put these cards together into an integrated image and fix it with the tape on the colorful cardboard;
- Select the appropriate card and share it with the group to select the appropriate card and put it in the right place;
- Move between the two groups to search for any cards that is not with your group and with the second group;
- Fix the images according to a specific time and encourage your colleagues to interact in the participation.

### Conclusion

- A facilitator facilitates the process of discussion in focus groups.
- The role of the note taker in focus groups.
- The facilitator should have good management, good discussion, and neutrality.
- The interviewer should be friendly with the participants and build a bond with them.
- How to write a discussion manual, and on the interviewer has to contribute in writing a discussion manual.
- Listen carefully when conducting a discussion group.
- How to conduct a focused / in-depth discussion group.

## Methodology of in-depth interviews

## Methodology of in-depth interviews

- It is a research technique used to obtain real perceptions from the perspective of participants on the subject in question. It is one of the most common research tools. It offers respondents the opportunity to express themselves in a way that is rarely available to them in everyday life. People find it a tempting opportunity to discuss their views and experiences in life.
- It is a necessary tool to focus on the individual perspective rather than the collective perspective on the issues under consideration.
- It facilitates, for the individuals involved, to talk about events, issues, experiences, and phenomena that help us to form the basis for analysis and causal ideas for behaviors and trends.
- It gives individuals the confidence to discuss issues in greater depth compared to other methods.
- It is more flexible in terms of space, time, and length.

### Research ethics in in-depth interviews:

- Introduction, greeting, and acquaintance.
- General appearances such as clothing must be appropriate.
- Using body language that conveys a particular type of information.
- Taking sufficient time to clarify the goals and the course of the interview.
- Honesty and frankness about the objectives of the study and the expected risks and benefits to the individual and the participant and society.
- Do not create false expectations. Be careful not to make any promises even if they are small.
- Assure participants that what they say is confidential.
- Tell the participants about the people who will view the data and how they will use it.



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### Confidentiality and trust:

1. Make sure that any information will not be documented with the respondent's name.
2. Emphasize the confidentiality of data and that there is no personal information in the search, stress that it will not affect the information on the identity of the respondent.
3. Informed and clear consent of the respondent.

### Documentation of the interview

- Record the interview using audio and sometimes video after taking the prior consent
- Record backup notes.
- Observe and document participants' behavior and contextual aspects of the interview, as part of the field observations.
- Document your observations as

### How to be a highly-skilled interviewer?

- Build relationships in the context of the research objective.
- Emphasize the respondent's point of view during the interview.
- Cope with different personalities, situations, or emotional situations (illiterate persons, a child, a disabled person, etc.)
- Be an impartial listener, do not show surprise at anything, and neutrally accept everything that is raised or said.
- Be friendly.
- Smile and incorporate some humor.
- Use a friendly tone of voice.
- Use a relaxed body language.

- Do not be strict towards a particular cause.
- Do not flatter unnecessarily.
- Be patient.
- If a participant asks about your opinion in a particular question, ignore this question and tell the participant that his/her point of view is more important.
- Be wary of giving participants an opportunity to control the interview.

### Other logistical issues not to be overlooked:

- Where should I conduct the interview?
- How can I introduce myself to the participants in the interview?
- What do I say in the interview?
- How long should the interview be?
- What if the interview is interrupted by someone else?
- What if a participant asked not to complete the interview?
- How can I document the interview?
- What is the solution in case the recording devices malfunction?

### Task No. (11) Practical application of the drafting of the discussion manual and an in-depth

Time required to perform the task: 90- minutes;

Assessing the Jordanian citizens' understanding of the decentralization bill, and surveying their views, expectations, and concerns in this regard. It is expected that this study will produce data that can be used in the decentralization law.

#### Requirements and how to implement the activity:

- Requirements: (2 flip charts, and sharpies)
- Divide participants into two groups. (Each group does not exceed 10 people)
- Select the facilitator and the note taker.
- Distribute tasks (please specify session facilitator, note taker) and observers
- Formulate the «Interview Discussion Manual». Duration (half an hour)
- Conduct a discussion group. Duration (45 minutes)
- After completion of the activity; please hold a simple discussion about the pros and cons of the in-depth interview session, the mistakes that were made, and how to avoid them in the future. Duration (15 minutes).

Steps for analyzing qualitative data:

#### Note: (Analysis needs to be edited and expanded)

- Observing objects and variables: observation through the levels (general) and direct by recording initial notes and then (depth) through the direct scrutiny and coding of data.

- Data classification: Sorting data by sorting sets of variables with fully common characteristics.
- Organizing each group of information separately, and directly looking for patterns in the relationships within the group itself and with other groups.
- Start drafting the report and drawing conclusions

### Task No. (12) The concept of the in-depth personal interview and its components

Time required to perform the task: 20- minutes;

**Method used:** - Open dialogue;

**Tools:** Colorful cards, sharpies, White flip paper, Paper adhesive;

#### Steps:

- Get flip chart paper, sharpies, and tape
- Design with your colleagues a form of interview using sharpies and flip chart paper by identifying the interviewers, participants, and the location of each of them in the form;
- Hang the painting on the wall using paper adhesive;
- Move between the papers on the wall and discuss them with your colleagues;
- Summarize the information you have learned through drawing and participate with your colleagues in recording the points agreed upon on the components of the interview on the Flip Chart.

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### Task No. (13) How to analyze the data resulting from the interview

Time required to perform the task: 20- minutes;

**Method used:** - Reading and in-depth analysis and linking;

**Tools:** short story

**Steps:**

- Get colored cards and record on each card a short story about any social subject;
- Read the story, note all the ideas, and link them with the introduction until the end. Write all the information you have about this story according to a series of main themes that connect the parts of the story to each other; by answering the following open questions:
- What is the main idea in the story?
- What are the main themes in the story?
- What is the information for each theme?
- What are the themes mentioned in the story and are not covered by information?

### Task No. (14) How do we use the in-depth interview

Time required to perform the task: 20- minutes;

**Method used:** - Open dialogue;

**Tools:** radio, two opposite chairs, sharpies, colorful cards;

**Steps:**

- After standing in a circle, sit in a seat in front of one of your fellow trainees to act as interviewer;
- Select a set of questions to ask to your colleague who is sitting in front of you as a guest to be interviewed;
- Take your time making notes about what you feel when you do the interview;
- Participate in the discussing these observations after the end of the interview and listen to comments on the mechanisms and steps to implement the interview;
- Answer the following open questions:
- What were the strengths of your interview and what were the weaknesses of this interview?
- What information can the interviewer collect from the guest?
- Did this information cover the objective of the interview and if yes, what information was not covered?

**Task No. (15)** How do we analyze the data from a personal interview?

Time required to perform the task: 30- minutes;

**Method used:** - geometric shapes;

**Tools:** Cards with different geometric shapes complementary to each other;

**Steps:**

- Take the geometric pad with the group which you joined;
- Think of putting these parts together to make a complete and correct form;
- Discuss with your colleagues the arrangement of parts to make a full form, the importance of each part, and the importance of placing each part in the correct place to make an integrated form.

### Direct observation

Observation is a method of collecting information necessary for the assessment process. The researcher may use a tool to observe or monitor a specific behavior. This tool is called an observation tool, and it has the following characteristics:

1. Determining what can be seen, and what is worth watching.
2. Determining the recording method of what is being watched, and the appropriate units for registration.
3. Not interpreting the behavior directly because it will be at the expense of the observation itself.
4. Not acting in a way that violates the observed party's privacy

Example:-

The behavior of a teacher during teaching English to first grade students without being aware of the real purpose of the observation. Here, if the teacher learns the purpose of observation, she may act in a typical manner consistent with the observation objective, and may not behave naturally the way she would when being observed.



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### Task No. (16) The concept and importance of observation

Time required to perform the task: 20- minutes;

**Method used:** - workgroups, brainstorming;

**Tools:** Two general themes written on two colored cards for discussion, colored cards;

#### Steps:

- Join one of the two teams, called the First Experimental Team, and the Second Observation Team;
- discuss the topic written on the card given by the trainer with your group members;
- in the Observation Team, focus on observation and monitor all actions and attitudes of the experimental group;
- In the Experimental Team, participate with your colleagues and answer the following questions:
- What observations did you have after you monitored the brainstorming in the experimental group?
- How can you record as many observations as possible?
- How was the subject covered by all members of the group?
- Use the observation method in observing any daily activity by a person or group you know, and continue for two or three days.
- Participants with the two groups in reading the data in the box below and underline what you deem important during reading.

### Task No. (17) How do we use direct observation

Time required to perform the task: 20- minutes;

**Method used:** - brainstorming, Tug of war;

**Tools:** rope;

#### Steps:

- stand facing each other;
- Tug the rope in the opposite direction of the group facing you and so on to see which team will win;
- After the end of the game and the victory of one group, sit with your colleagues in one group and participate in answering to the following questions: -  
How did you feel when you pulled the rope?

### Case Study:

The Case Study is a methodology in social research by means of which data can be collected and studied so that a full image can be drawn into a particular unit in its various relationships and social situations.

The Case Study is a type of descriptive study, or one of the methods that provides the researcher with quantitative and qualitative data on

multiple factors related to an individual, institution, family, few individuals, social system, and specific situations. This data can be personal, environmental, psychological, and other aspects that enable the researcher to conduct a detailed and in-depth description of the

situation. If, however, the subject of the study is focused on social institutions while individuals are considered mere parts, then it is a case of stances or factors affecting the composition of a certain case

Some social research scientists believe that a case study methodology may study a particular phase of the unit history, or study all the stages it has undergone in order to gain access to the scientific generalizations related to the studied unit and similar units.

### Steps of case study

1. Determine the problem of the study or the type of behavior required.
2. Identify concepts and scientific hypothesis and ensure availability of relevant data.
- 3 - Test the sample similar to the case you are studying.
4. Identify means of data collection, such as observation, interview, and personal documents, like biographies, memoirs, etc.
5. Train data collectors
6. Data collection, recording and analysis
7. Drawing conclusions and generalizing them.

The objectives of the case study are Direct objectives:

- Understanding and assessing the individuals personality.
- Identifying his/her lifestyle and social environment.
- Learning the circumstances in which the problem has occurred, because each situation contains different factors that interact with each other in varying degrees.

Indirect objectives of the case study methodology are:

- Identifying common features of certain qualitative problems in the areas of individual service
- Selection of differences after studying a certain number of cases which are represented. Modifying or boosting them according to the results of the tests
- Determining the optimum standard for the means of communication and access to different sources from the reality of extreme situations, both positive and negative, and the normal cases

### Critique of the Case Study Methodology:

- The difficulty of generalizing the results in the case study methodology, because it is difficult to consider the nature of the individual case the basis for generalization
- Lack of objectivity due to the presence of self-control and personal judgment in the selection of cases and in the collection of data.
- Incorrect data collected because the respondent may sometimes sympathize with the researcher and give information that he/she feels would satisfy the researcher rather than giving genuine information.



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