Additional Notes

By:
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The introduction and problem statement should have the following characteristics:

1. It should be written in clear, nontechnical language, avoiding jargon. Try to stimulate the reader’s interest.
2. The problem should be sufficiently limited in scope to be manageable thesis or dissertation problem.
3. The problem should be carefully fitted into the broader context of current theory and relevant research. Avoid making assumptions or unsupported claims or statements.
4. The significance of the problem should be addressed; that is, does it explore an important question, meet a recognized need, or make a useful contribution to knowledge?
5. The problem should be clearly and logically related to the hypotheses that follow.
The Research Problem

• Defined as a general issue, concern, or controversy studied in research.
• Statement of research problem is one of the most important parts of research.
• Research problem has to be well-articulated, well-supported, and well argued problem. (Ellis & Levy, 2008)
• Sources of research problem:
  - people
  - problem
  - programme
  - phenomenon
How the Problem Differs from Other Parts of Research

- **Topic**: The broad subject matter being addressed in a study.
  - E.g. Distance learning

- **Scenario**: Background of the issues

- **Research Problem**: An issue/problem in the study.
  - E.g. Lack of students in distance classes

- **Research Question**: Researcher would like answered/addressed in the study.
  - E.g. Does the use of Web site tech. in the classroom deter students from enrolling in a distance education class?

- **Research Objectives**: The major intent/objective of the study.
  - E.g. To study why students do not attend distance education classes at a community college
Five Elements of a “Problem Statement”

FLOW OF IDEAS

<table>
<thead>
<tr>
<th>Subject area</th>
<th>- Topic</th>
<th>- The problem issue</th>
<th>- Evidence for the issue</th>
<th>- Deficiencies in the evidence</th>
<th>What remedying the deficiencies will do for select audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A concern</td>
<td>- A concern</td>
<td>- A problem</td>
<td>- Something that needs a solution</td>
<td>- Evidence from the literature</td>
<td>- Evidence from practical experiences</td>
</tr>
<tr>
<td>A concern</td>
<td>- Evidence from the literature</td>
<td>- Evidence from practical experiences</td>
<td>- What do we need to know more about?</td>
<td>How will addressing what we need to know help:</td>
<td></td>
</tr>
<tr>
<td>A concern</td>
<td>- Researchers</td>
<td>- Educators</td>
<td>- Policy makers</td>
<td>- Individuals such as those in the study</td>
<td></td>
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Formulation of Research Objectives
How Research Objective is Formulated

Common research problem:
- lack of research
- Some of the phenomena is still unexplained
- Inconsistencies in findings
- Methodological problem in mist research

By getting answer to those research questions, the study goals are met and a contribution towards solving the problem is made (Leedy & Ormrod, 2005)
General Objective

• A statement for the main trust/focus of a study.
• Usually represent the whole specific objectives consist of variables of the study, the subjects and organization where the study is conducted.
• The objectives should start with the words such as: “to determine”, “to find out”, “to ascertain”, “to measure”,

• For Qualitative - “to explore”, to understand, to look at, etc.
Specific Objective

- Specific aspect that the researcher topic of study.
- Should be numerically listed.
- Should be clearly worded.

- Use action-oriented words/verbs such as: (For Quantitative)
  - **To identify** –
  - **To determine** –
  - **To describe** – provide detailed account/report the characteristics/population/sample/phenomenon.
Characteristics of Objectives (Kumar, 2011)

- **Clear** + **Complete** + **Specific** + **Identify the main variable to be correlated** + **Identify the direction of the relationship**

**Descriptive studies**
e.g. To describe the types of treatment programme provided by AADK to alcoholics in KL.

**Correlational studies (experimental & non-experimental)**
e.g. To compare the effectiveness of different teaching methods on the comprehension of students.

**Hypothesis-testing studies**
e.g. To ascertain if an increase in youth unemployment will increase the incident of street crime.