

## **SOCIAL PARADIGMS IN GUIDING SOCIAL RESEARCH DESIGN: THE FUNCTIONAL, INTERPRETIVE, RADICAL HUMANIST AND RADICAL STRUCTURAL PARADIGMS**

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### **Abstract**

The four paradigms are influential philosophical stances applied to advocate social research designs since they have been supported by eight different analytical lenses and had various functions for analysing the research nature as well as social phenomena based on two main analytical approaches, objective and subjective viewpoints. After clarifying their application in social research methods, we have concluded that the functionalist paradigm is very compatible with most of quantitative research methods whereas the interpretive paradigm is very fit for the majority of qualitative research designs. In terms of the radical humanist paradigm, it is extremely applicable with participatory action research, emancipatory action research and transformative design while the radical structuralist paradigm is very appropriate with technical action research, experimental research,, quasi-experimental research and embedded design. However, some research designs intertwine between two paradigms; for example, mixed convergent parallel, mixed multiphase design, and mixed embedded design. Therefore, they make the researcher confusing.

**Keywords:** Paradigm, approach, method, research, design.

### **INTRODUCTION**

Our activities are determined by our creed or philosophies. Before conducting a social research, we always reckon to our philosophy or research nature behind our study. Here is a social paradigm which is a set of belief that is used to view the social world, and to guide us how to do our actions as well as social scientific study. We refer to those terms as the system of beliefs, philosophies, or the nature of study as paradigm. The notion in this context are basics in sense that they must accept simply on faith; there is no way to create their own ultimate truthfulness (Guba & Lincoln, 1994). Recently, social paradigm has been gaining wide popularity through applying to guide researches. Killam (2013) argues different types of research are based on different sets of beliefs; to understand research, one must examine philosophy behind it. Analogously, she further uses metaphor of paradigm as the lens of coloured glasses. Once we think about paradigm, think about looking through coloured glasses. If you put on red glasses, everything looks red. If we put on green, the world looks green. If we put on yellow, everything around us looks yellow.

Why is social paradigm important for research? There are many advantages that the researcher should focus upon it. Firstly, it helps us to formulate research problems or questions systematically. It explains the reality or the truth, lying behind our research problem. In this sense, it implies the nature of the study that affects the succeeding procedure. Secondly, upon undertaking the actual research, it prompts the possible answer so that we are able to logically predict the future results or implication of our work. Thirdly, it enables us to see the relation among the variables so that we are able to control them. Thus, it prevents researchers from being blurred in their study. Furthermore, once we understand paradigm, we are able to employ the compatible research design which informs the research strategies that lead us to use correct techniques of data collection and data analysis so

that our research would be reliable and creditable. Moreover, according to Kraft (1979), there are six major functions of worldview or paradigm that enable us to see or to study the object of the research more scientifically:

- “It explains how and why things became the way they are, and how and why they continue or change.
  - It is used to order, judge and validate.
  - It provides psychological reinforcement for the group.
  - The worldview of a culture or subculture integrates various elements of the culture.
- It enables a people to sort out, arrange and make different commitments, allegiances or loyalties to things that are assumed, valued and done”.

### METHODOLOGY

The objective of the article is to claim the importance of functional, interpretive, radical humanist and radical structural paradigm in guiding scientific social research so that they guide us to do our researches more scientifically, relying on their particular approaches, philosophical background and diversely to the study topics than present research paradigms do. They are the seminal achievement of Burrell and Morgan, written in 1979. The purposes of their model are to create the way to analyse organizations and social theories. Seeing their paradigms are useful for research, beyond the extent of their implication, we aim to exhibit the benefits of these paradigms in leading researchers to apply them in their study. The following arguments are the reasons why the four paradigms are appropriate for research.

The authors deployed two main tools to understand why research designs are being supported by one of these four paradigms. For the first tool, we deployed scheme for analysing assumptions about the nature of social science, developed by Burrell and Morgan (1979) as major strategy to classify the application of the four paradigms in social research.

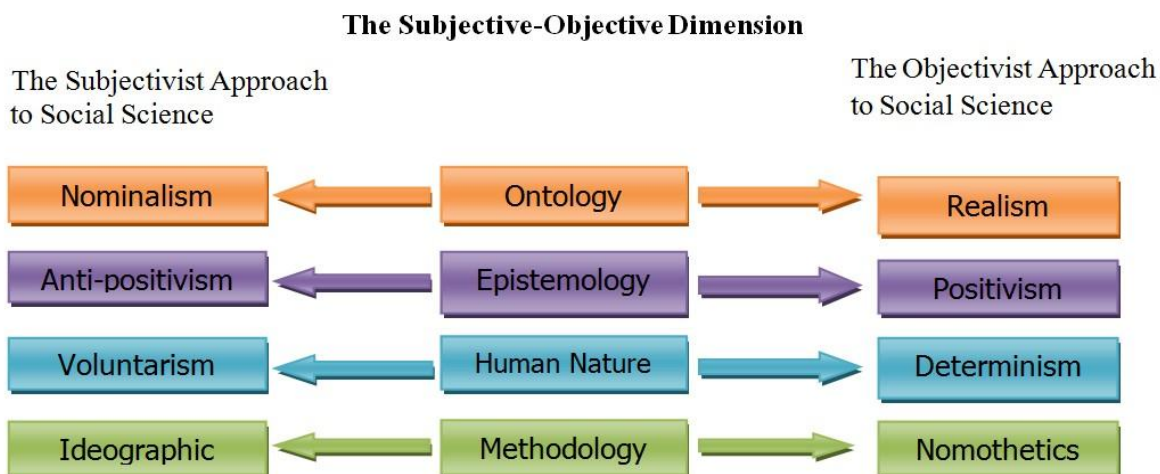


Figure 1: A scheme for analysing assumptions about the nature of social science (Burrell& Morgan,1979)

### Nominalism versus Realism

Nominalism is from the Latin “nomen” means “name”. This philosophy significantly originated from Arabic philosophy in “Tahafut al-Falasifah” around A.D. 1059-1111, simultaneously in the European Middle Age era. The term represents a belief concerning universal by arguing that universal does not exist except in name (Iannone, 2001). Its position revolves around the assumption that the social

world external to individual cognition is made up of nothing more than names, concepts and labels which are used to structure reality. The nominalist does not admit to any 'real' structure to the world which these concepts are used to describe. The 'names' used are regarded as artificial creations whose utility is based upon their convenience as tools for describing, making sense of and negotiating the external world. Nominalism is often equated with conventionalism, and we will make no distinction between them (Burrell & Morgan, 1979).

Standing in stark contrast to nominalism, realists holds a view that the social world external to individual cognition is a real world made up of hard, tangible and relatively immutable structures. Whether or not we label and perceive these structures, the realists maintain, they still exist as empirical entities. We may not even be aware of the existence of certain crucial structures and therefore have no 'names' or concepts to articulate them. For the realist, the social world exists independently of an individual's appreciation of it. The individual is seen as being born into and living within a social world which has a reality of its own. It is not something which the individual creates- it exists 'out there'; ontologically it is prior to the existence and consciousness of any single human being. For the realist, the social world has an existence which is as hard and concrete as the natural world (Burrell & Morgan, 1979).

### **Positivism versus Anti-positivism**

Positivism was created in the mid-19th Century by Auguste Comte, who established the positivist approach to social science. Positivists argues that the explanation on sociology is the same as that of natural science. Thus, we are able to use, logic, methods, and procedures of natural science to interpret the social phenomena (Lawson, Jones, & Moore, 2000). According to Mastin (2008), "the only authentic knowledge is scientific knowledge, and that such knowledge can only come from positive affirmation of theories through strict scientific method (techniques for investigating phenomena based on gathering observable, empirical and measurable evidence, subject to specific principles of reasoning)". He, moreover, argues there are five main principles behind Positivism:

1. "The logic of inquiry is the same across all sciences (both social and natural).
2. The goal of inquiry is to explain and predict, and thereby to discover necessary and sufficient conditions for any phenomenon.
3. Research should be empirically observable with human senses, and should use inductive logic to develop statements that can be tested.
4. Science is not the same as common sense, and researchers must be careful not to let common sense bias their research.
5. Science should be judged by logic, and should be as value-free as possible. The ultimate goal of science is to produce knowledge, regardless of politics, morals, values, etc. "

Some sociologists from anti-positivism have noted that, since they lack the goal of understanding, positivism's three goals- description, control, and prediction-are incomplete (Trueman, 2018). Being opposite to positivism, anti-positivism, based on Lawson et al. (2000), was developed by Weber (1953) in "Verstehen" sociology which stressed on the meaning of social action as understood by the social actors involved, and by the contribution of early Chicago school scholars: Mead (1934) focused on the concept of self in understanding social action, and other sociologists such as Dewey (1953), Cooley (1902), Thomas (1909). Anti-positivists hold position that the intersubjective world is essentially relativistic and can only be understood from the point of view of the individuals who are directly involved in the activities which are to be studied. They reject the standpoint of the 'observer', which characterises positivist epistemology, as a valid vantage point for understanding human activities. They maintain that one can only 'understand' by occupying the frame of reference of the participant in action. One has to understand from the inside rather than the outside. From this point of view social science is seen as being essentially a subjective rather than an objective enterprise. Anti-positivists tend to reject the notion that science can generate objective knowledge of any kind (Burrell & Morgan, 1979). Similarly, Lawson et al. (2000) assumes that the subject matter of sociology is basically different from that of natural sciences. Subjective consciousness of individuals

cannot be quantified. On the other hand, we cannot understand social action through scientific methods, and there are no causal laws governing social behaviour.

### **Voluntarism vs Determinism**

The assumption of human activities were discussed in two dimensions, voluntarism and determinism. Voluntarists believe that the human action is autonomous and free-willed while determinists adhere to the position that the man is completely determined by the situation or environment around him (Burrell & Morgan, 1979). Voluntarism forms intentions, and makes decisions and choices taking precedence over intellect; on the other hand, the will is the faculty that enables agents to be motivated to act on the basis of their rational deliberations about which actions would be best to perform (NWE, 2016). So, based on voluntarism, human being is independent and has altruistic character, and determinists are dependent. Both assumptions are the main nature of human being, and they are very important for the social researchers to study about the social phenomena.

### **Ideographic versus Nomothetic**

Wilhelm Windelband proposed the distinction between nomothetic and ideographic research strategies or methodologies in 1894; eventually, it has become customary to classify modern social research into categories (Mouton & Marais, 1988). Theoretically, ideographic view holds that, in order to understand the world, we should obtain the first and knowledge of the subject under investigation (Burrell & Morgan, 1979). Its approach is the observation. We should get inside the situations and involve ourselves in the real life of the subject of investigation. We are not able to make generalization as a whole or law, but we are able to make a generalization in particular case, case study for example. According to this method, individual is unique so the study should be individualistic or small group-oriented and naturalistic. Therefore, ideographic method is qualitative research in nature and the common techniques of data collection are unstructured interviews, self-reports, autobiographies etc.

Not the same to ideographic theory, nomothetic approach focuses on using natural science method such as testing hypotheses and doing experiment by following systematic protocol and techniques as tools (Burrell & Morgan, 1979). The study from this approach is big group-oriented towards establishing general law as well as generalization. Therefore, the nomothetic approach is quantitative research in nature. Surveys, questionnaires, test etc. are the common techniques of this kind of method.

Totally, the four assumptions above are powerful tools for scientifically analysing the social theory accurately, and are widely accepted. Moreover, they are useful for classifying particular social paradigm usage in underpinning research design because they have eight distinct analytical lenses of four social-scientific debates. Nominalism and realism assist us to answer the ontological inquiries "what is the nature of reality? Socially constructed or factual reality? ". Epistemologically, positivism and anti-positivism help us to seek solution of "how do we know what we know? What are the sources of knowledge? How reliable are these sources? What can one know? How does one know if something is true? Is a belief true knowledge? Or is knowledge only that which can be proven using concrete data? What methods can you use to find out about their existence? (Wagner, Kawulich & Garner, 2012). On the other hand, voluntarism and determinism are the effective tools for analysing the human actions by asking, whether his activities are determined by the situation or environment or not? or are they done autonomously and willingly? Finally, it is helpful for us to look deeply at ideographic and nomothetic approach of methodological assumption. They lay emphasis upon "what techniques can we apply to find the answer of object of the investigation.

For the second one, we used Habermas's knowledge-constitutive (cognitive) interests.

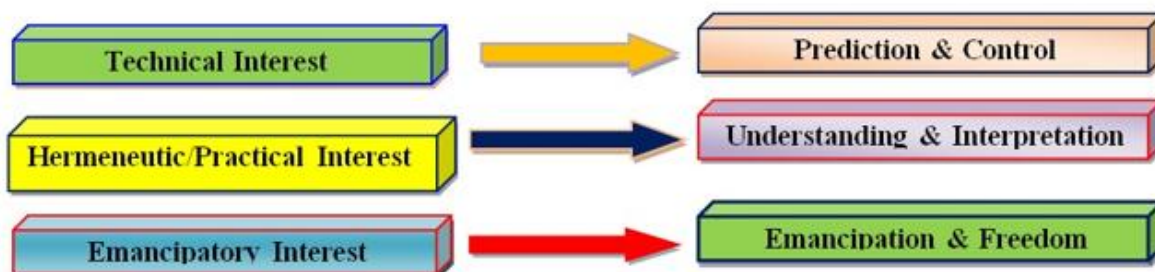


Figure 2: Habermas's Knowledge Constitutive (Cognitive) Interests (Habermas, 1987)

Habermas's theory of knowledge-constitutive interest has been reflected on epistemology of the social scientific research as well as utilized in social analysis. For him, technical interest is the scientific, positivist method, with focusing on laws, rules, prediction and control of behaviour, with passive research objects and instrumental knowledge (Cooper, 2016). Most of all, technical interest employs objective approach and systematic line of inquiry in functioning its work (Taylor, 2006). Thus, this interest is fit for leading the quantitative scientific research in nature.

In respect of the practical interest, it is exemplified in the hermeneutic, interpretive methodologies outlined in qualitative approach to understanding and seeking to clarify, understand and interpret the communications of speaking and acting subjects. Hermeneutics put emphasis on interaction and language; it tries to understand situations through the eyes of participants, focusing on social facts in their cultural locations. Hermeneutics explicit the meaning in a social context of interacting subjects, recovering and reconstruction the intentions of actors in a condition.

Emancipatory interest is characterized the intentions of transforming to oppose the operation of power and to bring about changing by believing that domination and oppression have prevented full existential realization of individual and social freedom (Cooper, 2016). Emancipation referred to the ability to free oneself from environmental constrain and power of others over self and awareness that are important for releasing oneself from such situation (Bali, Wickramasinghe & Lehane, 2009).

### THE FUNCTIONALIST PARADIGM IN GUIDING QUANTITATIVE RESEARCH

Functionalist paradigm is rooted in the sociology of regulation which provides the rational explanation on the status quo, the social order, the social integration, solidarity, equilibrium, the need of satisfaction and actuality by using objectivist approach as a tool. Based on its assumption, one tends to be realist, positivist, determinist and nomothetic (Burrell & Morgan, 1979). Originally, functionalist paradigm mainly came from the root of tradition of sociological positivist. Thus, it is depending on the natural science's method to study its subject. It emphasizes that "human behaviour is governed by relatively stable social structures. It underlines how social structures maintain or undermine social stability. It emphasizes that social structures are based mainly on shared values or preferences and suggests that re-establishing equilibrium can best solve most social problems" (Brym & Lie, 2007). The dominant usage of this paradigm is for studying about social affair, organization or social system. It is absolutely pragmatic oriented paradigm that concerns to find practical solution to practical problems.

The assumption of functionalist paradigm are: firstly, the social world is composed of relatively concrete empirical artefacts and relationship which can be identified, studies and measured via natural science approach. Secondly, society has real, concrete existence, and systematic character and is directed towards the production of regulation, order equilibrium, stability in society, and the

way in which these can be maintained. Thirdly, social facts exist outside of men's consciousness and restrain men in their everyday activities. The aim was to understand the relationships between these 'objective' social facts and to articulate the sociology which explained the types of 'solidarity' providing the 'social cement' which holds society together. The stability and ordered nature of the natural world was viewed as characterising the world of human affairs (Burrell & Morgan, 1979).

To which research design are applicable to functionalist paradigm? As seeing above, the functionalist paradigm is quantitative research in nature because, ontologically, it is realist. Epistemologically, it is positivist. It tends to be determinist in human nature, and to be nomothetic in methodological assumption. Therefore, what we will emphasize is on quantitative research design.

First, the researcher should use this paradigm to guide descriptive study of quantitative research because this design's role is to seek the description of the current status of a variable or phenomenon (Shirish, 2013). It utilizes objectivist approach as a tool, questionnaires, statistical analysis, to investigate the subject study. It is consistent with functionalist paradigm's subject concern which rests upon status quo, current state of affair. Furthermore, to conduct descriptive research more broadly and diversely, the researchers should consider more about the social order, the social integration, solidarity, equilibrium, the need of satisfaction and actuality in the level of objective view. Shortly, this paradigm is very suit to descriptive research since the functionalist paradigm reveals in detail answer on "how is the social system maintain? They can choose some of these concerns relevant to their topics as supportive idea in their research so that they are able to find proper and sufficient variables that scientifically correspond to their research questions. Specifically, using this paradigm to underpin the descriptive design is very fit for administration or organizational study.

On the other hand, survey research both longitudinal and cross sectional design are also oriented by the functionalist paradigm because, based on Converse (2009), survey is relevant to the notions of 'scientific', objective, and 'standardized' gathering of the 'fact' through 'probability' sampling; originally, its assumption is that the form of knowledge is construct of hard, objective measurements rather than opinion, emotion, intuition or exaggerated political tendency.

Furthermore, correlational research is also applicable for this paradigm because this paradigm provide the explanation on systematic relation in nature and its basic assumption is every element in the fabric of social scheme is related. It is consistent with correlational research's function which is used to look and look for the functional relationship among the variables (McBurney & White, 2010). Totally, this paradigm helps correlational researchers to understand how and why variables in the system have correlation.

The mixed explanatory sequential research design is a sequential design which the first strand of quantitative research is prioritized while the qualitative method is applied to supplement the first phase (quantitative data collection and analysed and then followed by qualitative data collection and analysed, lastly interpreted). The design attempts to find the "Why" question through generally developing causal explanation or testing theory (Baran & Jones, 2016). The researcher deploys the mixed explanatory sequential research when:

- "The researcher and the research problem are more quantitatively oriented.
- The researcher knows the important variables and has access to quantitative instruments for measuring the constructs of primary interest.
- The researcher has the ability to return to participants for a second round of qualitative data collection.
- The researcher has the time to conduct the research in two phases.
- The researcher has limited resources and needs a design where only one type of data is being collected and analysed at a time.
- The researcher develops new questions based on quantitative results, and they cannot be answered with quantitative data (Creswell & Plano Clark, 2011)".

Therefore, the mixed explanatory sequential design is oriented by the functionalist paradigm because it focuses dominantly on quantitative method and findings which yields statistical significance, confident intervals, and affect size, and provide the overall results of a study (Creswell, 2015).

## THE INTERPRETIVE PARADIGM IN GUIDING QUALITATIVE RESEARCH

The interpretive paradigm is polarized in the dimension of sociology of regulation by using subjective approach as analytical tool. The subjective areas of analysis are stressed on the same to those of functionalist paradigm: the status quo, social order, consensus, social integration and cohesion, solidarity and actuality. However, its approach is different from that of functionalist view. Its ontological position tends to be nominalist. Epistemologically, it is anti-positivist, and voluntarist in human nature. More particularly, it is located in ideographic division in methodology.

The interpretivist holds the premise that, to understand the world, we should be aware of the fundamental nature of social world at the level of subjective experience. It explains the realm of individual consciousness and subjectivity. In terms of the world outlook, interpretive theorists see the world as emergent social process, created by the individuals concerned, and the world of human affair is cohesive, ordered, and integrated. To find social reality, implicitly rather than explicitly, we should scrutinize in depth of human consciousness and subjectivity in order to seek for the fundamental meanings that underscore in social life (Burrell & Morgan, 1979). It is in line with Holloway and Wheeler (2010) who argue the qualitative approach believes that the human experiences as well as other social phenomena is context-bound, so they are not able to be free from time and location or the mind of the human actor. Moreover, they claim that complete objectivity and neutrality are impossible to gain; the values of all participants become a part of the research. Thus, one is very suit for directing qualitative research design.

The interpretive paradigm has been applied popularly in guiding qualitative research such as case study, grounded theory, ethnography, phenomenology, narrative study, systematic review, discourse analysis etc. Case study is directed by interpretive paradigm because of some reasons. Initially, case study, the same to other qualitative designs, is used to answer humanistic "why? and how?" questions instead of to answer more mechanistic "what?" question (Marshall, 1996). So does the interpretive paradigm, it is deployed to widely undertake psychological researches for finding the humanistic answers by using humanistic approach (Mills, Durepos, & Wiebe, 2010). More specifically, Yin (2008) argues that case study is applied to investigate a contemporary phenomenon within its real-life context, most of all when the boundaries between phenomenon and context are not clearly evident. According to him, there are four different applications:

- "To explain the presumed causal relation in real-life interventions that are too complex (from holistic to embedded level, from single to multiple design) for positivist methodology (survey or experimental research).
- To describe the real-life context in which an intervention has occurred
- To illustrate certain topic within an evaluation, again in a descriptive mode.
- To enlighten these situations in which the intervention has no clear, single set outcome." (Yin, 2009; Brym, & Lie, 2007).

Similarly, based on Wang (2015), case study has been used to explore in-depth explanation or knowledge about particular group or individual (case) such as an individual, a classroom, a school, a company or a group of organizations etc. in purpose of responding the in-depth inquiries; to achieve so, case researchers have utilized various strategies to collect data from different sources. Beneficially, the results gaining from case study is fruitfully useful for constructing hypotheses for further empirical research.

Grounded theory is conducted to generate a theory by using inductive approach. It investigates many individuals who share in the same process, action, or interaction, and the research participants are not apparently to be situated in the same location or interacting on so frequent a basis that they

develop shared patterns of behaviour, beliefs, and language (Creswell, 2007). Since its background has had the same ontological, epistemological, human nature and methodological foundation to the interpretive paradigm's. Therefore, grounded theory also follows the interpretive guidance. Strategically, Grounded theory is developed from a corpus of data, which all forms of observation and all kinds of interview techniques serve as main tools for collecting data; however, other strategies may also be applicable (Glaser & Strauss, 1967). Data is produced through interpreting meaning of the interaction between the researcher and participants. In his seminal accomplishment "symbolic interactionism", Blumer (1969) proposes three premises in which the meaning is created from:

1. "Human beings act towards things on the basis of meaning the things have for them. They view this world; for instance, this physical objects as tree, building, box..., human beings as mother, father, friends..., animals as cow, horse, dog..., institution as school, company, hospital..etc. When the faces in his everyday lives.
2. The meaning of such things is derived from the social interaction that one has with one's fellows
3. These meanings are handled or modified via an interpretive process used by the person in dealing with the things he encounters".

Since data constructed from the meaning of interpretation of interaction, the focus group method is the most influential tool for substantive grounded theory design (Martin & Gynild, 2011). On the other hand, the grounded theory investigator should focus on the quality of interaction between the researcher and informants.

In terms of ethnographic research, it is used to study about the social or cultural life of communities, institutions, or other setting. As a naturalist, ethnographer holds the premise that human behaviour and the ways in which they construct and make meaning of their worlds and their lives are highly variable and locally specific, and researcher's eyes and ears play primary roles in gathering data (LeCompte & Schensul, 1999). Ethnographic research is in the group of research design which is guided by the interpretive paradigm because it seeks an explanation for social or cultural events based on the perspectives and experiences of the people being studied; moreover, it is relying on the daily lives of the people (Noblit & Hare, 1988). According to Creswell (2007), ethnography is a way of studying a culture-sharing group (to explore the beliefs, language, behaviours, and issues such as power, resistance, and dominance) as well as the final, written product of the research. It studies on the whole cultural group, which are sometimes small (a few students, a few nurses), but it is large because ethnography gets involved many people, interacting each other over time, for example students in entire school, nurses in entire hospital. Based on him, in order to conduct ethnography successfully, ethnographers should employ long-term observations.

*"As a process, ethnography involves extended observations of the group, most often through participant observation, in which the researcher is immersed in the day-to-day lives of the people and observes and interviews the group participants"*(Creswell, 2007).

The interpretive paradigm has been very fit to direct ethnographers to do their research about culture-sharing groups since such a study is used an idiographic approach that subjective view, namely observation, acts as the main means to look for the subject of investigation. However, other types of data collection methods such as tests and measures, surveys, content analysis, elicitation techniques, audio-visual methods, spatial mapping, network research, collection of cultural artefacts and interviews (individual or group) are applicable as well (LeCompte & Schensul, 1999).

Phenomenological research is another design which is oriented by the interpretive paradigm. It is the study of human experience and the way in which things are perceived as they appear to consciousness. The focus is on people's perceptions of the world—their perception of the 'things in their appearing'. We are interested in describing the world as it appears to people, and we need to engage in a variety of processes in order to achieve this (Langdrige, 2007). It puts emphasis on descriptions of what people experience and how it is that they experience what they experience



(Patton, 1990). Additionally, phenomenologists try to seek the answer on "how the everyday, inter-subjective world is constituted" from the participants' perspective (Schwandt, 2000).

Husserl (1970) argues that "we can only know what we experience". Thus, based on this statement, any inquiry cannot engage in 'sciences of facts' because there are not absolutely facts; we only can establish 'knowledge of essences' because only the essence is the central underlying meaning of the experience shared within the different lived experiences. Technically, the researcher should first look into the individual point of view, i.e. the realization of subject consciousness perceived in the objects, to get to understand human phenomena as lived and experienced, which pointed out as the major characteristics of a phenomenological psychological method (Giorgio, 1985). The major data source for this kind of study is interviewing. Patton (1990) stated the purpose of interviewing specifically as "to find out what is in and on someone else's mind", and that is exactly what the target of the phenomenological study focuses on, i.e. the perception of lived experience.

Remarkably, there are two perspectives of phenomenological analysis of the perception of lived experience: from the people who are living through the phenomenon, and from the researcher, whose has great interest in the phenomenon. In order to 'return to the things themselves, according to Husserl (1970), the researcher cannot impose the meanings for the learners, for example, because they are the absolute sources of their own existence living through the learning environment. However, it seems to be impossible to detach personal interpretations from the things that are personally interesting. Therefore, the researcher has to be aware of his or her own experience being infused into both his/her and engagement in the interviews and the analysis of data. All we explicate above are reasons which claim that phenomenological research is directed by the interpretive paradigm because its objective of inquiry is delving into experiences. It draws parallel with the paradigm's assumption. For data collection, phenomenologist only attempt to understand and then describe on what the participants respond. There is no intervention from the researcher.

Narrative study is a story-based approach, used to investigate into the life story of human centre topic that reflects the fact of experiences (Webster & Mertova, 2007). Narrative inquiry uses field texts, such as stories, autobiography, journals, field notes, letters, conversations, interviews, family stories, photos (and other artefacts), and life experience, as the units of analysis to research and understand the way people create meaning in their lives as narratives to respond the "why" subjective behind their statement (Clandinin & Connelly, 2000). It is consistent with the interpretive position, which affirms that it was not attempted to predefine independent variables and dependent variables, but only try to understand phenomena through the meanings that people assign to them (Klein & Myers, 1999). To sum up, the interpretive paradigm also works well as a guide in showing the direction of narrative researcher.

Systematic review is other qualitative design, backed by the interpretive paradigm. One is a type of literature review that collects and critically analyses multiple research studies or papers. Basically, its assumption is that a review of existing studies is often quicker and cheaper than getting on a new study. The systematic review researchers believe that every primary qualitative report is the conductors' interpretation of the study participants' interpretation of the phenomenon being researched. So, they are able to reveal the multiple opinions of different stakeholders with sensitive understanding. They look for evident that contest, reinforces and augments their emerging understanding of phenomena (Suri, 2017).

Systematic review is one form of research synthesis which contributes to evidence based policy and practice by identifying the accumulated research evidence on a topic or question, critically appraising it for its methodological quality and findings, and determining the consistent and variable messages that are generated by this body of work. They differ from other types of research synthesis by virtue of the way they formulate a research question, their comprehensive approach to searching, their critical appraisal strategy, and the transparency of criteria for including and excluding primary studies for review (Davies, 2004).

There are eight phases of conducting systematic review according to Torrance (2004):

1. "Specify a single 'answerable' research question
2. Identify search terms
3. Conduct a 'systematic' search of electronic databases, plus hand-searching journals, 'grey' literature, etc
4. Define and report explicit inclusion/exclusion criteria, including in relation to research methodology and quality
5. Take initial inclusion/exclusion filtering decisions on the basis of an abstract if it is available or the title if it is not
6. Decisions taken by more than one reviewer to increase reliability.
7. Identification of a 'map' of the field comprising articles to be read and indexed, with further exclusion of articles deemed of less relevance and/or low methodological quality after reading.
8. Final review of only those texts directly relevant to the research question and of high methodological quality "

Relying heavily on argument above, it is strongly consistent with the interpretive paradigm which holds premise that the world is socially constructed in terms of the meanings we attribute to events. The questions typically ask in this method are: How different stakeholders in different contexts experience a phenomenon? How do the contextual particularities interact with the perceptions of different groups and individuals? How do individual primary research reports on a topic reinforce, contradict or augment each other (Suri, 2017).

Similarly meta-synthesis, backed by the interpretive paradigm, attempts to integrate results from a number of different but inter-related qualitative studies. Meta-synthesis is used to compare, interpret, translate, and synthesize different research frameworks. The technique has an interpretive, rather than aggregating, intent, in contrast to meta-analysis of quantitative studies. Meta-synthesis of qualitative research is a parallel technique to meta-analysis of quantitative research but has important differences; for, meta-synthesis of qualitative research is based on interpretive paradigm but meta-analysis of quantitative research is based on structuralism paradigm. Thus the goal of meta-synthesis is interpretive rather than deductive. While quantitative meta-analysis aims to increase certainty in cause and effect conclusions, qualitative meta-synthesis seeks to understand and explain phenomena. (Walsh & Downe, 2004).

Discourse or metaphor analysis is a research guided by the interpretive paradigm as well. It is utilized to analyse the language that is structured according to different patterns that people's utterances follow when they take part in different domains of social life (Jorgensen & Phillips, 2002). 'Discourse' refers to any utterance which is meaningful. These texts can be: written, oral and mixed written/oral. Discourses are ways of being in the world, or forms of life which integrate words, acts, values, beliefs, attitudes, social identities, as well as gestures, glances, body position, and clothes." (Gee, 1999) Literally, metaphor, a form of oral discourse is the figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them whereas discourses are ways of being in the world, or forms of life which integrate words, acts, values, beliefs, attitudes, social identities, as well as gestures, glances, body position, and clothes" (Gee, 1999). Thus, discourse or metaphor analysis is the study about the language by using metaphor or other forms of a language as a tool to understand the social world of communication. For data collection technique, the naturalistic tools have been deployed widely this method such as interview, speeches, focus group discussion and various texts (Amin, 2017).

The mixed exploratory sequential design is the iterative design in which qualitative method is employed to create theory or specific theoretical constructs while the quantitative method is applied to help with testing out the idea generated from qualitative findings (Hesse-Biber, 2010). It is generally recognized that, to generalize the qualitative results more acceptably and convincingly, quantitative phase play role as auxiliary method. Likewise, Creswell and Plano Clark (2011) raise the

importance of this design as follows: it is necessary for researcher to use this design when they want to make a generalization, assess, or test qualitative the mixed exploratory sequential design findings to check whether they are able to be generalized to a sample and a population or not. Additionally, the mixed exploratory sequential design research is employed when the researcher and the research problem are more qualitatively oriented.

- "The researcher does not know what constructs are important to study, and relevant quantitative instruments are not available.
- When the researcher doesn't know what constructs are important to study and relevant to quantitative instruments are not available
- The researcher has the time to conduct the research in two phases.
- The researcher has limited resources and needs a design where only one type of data is being collected and analysed at a time.
- The researcher identifies new emergent research questions based on qualitative results that cannot be answered with qualitative data".

Moreover, based on them, sequential exploratory mixed methods researchers hold the assumption that an exploration is needed for one of several reasons: (1) measures or instruments are not available, (2) the variables are unknown, or (3) there is no guiding framework or theory. Since this kind of design has been placed qualitative method first and is qualitatively oriented, it is put more emphasises on qualitative research problems. Therefore, the interpretive paradigm is the priority whereas the functionalist paradigm in quantitative method that focuses on measuring variables and statistical trend is just auxiliary. However, the multiple worldviews are used in this design, and the paradigms underpinning this design shift from one phase to other (Creswell & Plano Clark, 2011).

Multiphase design, according to Creswell & Plano Clark (2011), is used when the researcher cannot fulfil the long-term program objective of the study with a single mixed methods study, so this design is applicable for long-term project which proceeds multiyear plan and changing in turn (qualitative followed by quantitative and then qualitative again), and when the researcher has experiences in large-scale research (e.g., an evaluation background, a background in complex health science projects), and he or she has sufficient resources and funding to implement the study over multiple years, or whenever he or she is part of a team that includes practitioners in addition to individuals with research expertise in both qualitative and quantitative research, and he or she is conducting a mixed method project that is emerging, and new questions arise during different stages of the research project. In this condition, multiphase design is contextually fit.

Philosophically, the design incorporates flexibly. If it is started by qualitative research, and ended by the same design as the beginning. Thus, the interpretive paradigm is dominant, and prioritized In this case, the multiphase design is led by the interpretive paradigm. In contrast, if the study is begun by quantitative and ended by quantitative research. It means that the multiphase design is directed by the functionalist paradigm. Shortly, one can be guided by the interpretive paradigm or the functionalist paradigm if sequential, or pragmatism if concurrent.

The mixed convergent parallel design occurs when the researcher uses concurrent timing to implement the quantitative and qualitative strands during the same phase of the research process, prioritizes the methods equally, and keeps the strands independent during analysis and then mixes the results during the overall interpretation (Creswell & Plano Clark, 2011). Thus, it can be used both the interpretive paradigm and the functionalist paradigm.

## **THE RADICAL HUMANIST PARADIGM IN DIRECTING QUALITATIVE RESEARCH**

The radical humanist paradigm provides an explanation of radical change, modes of domination, emancipation, deprivation and potentiality by using subjective approach. So, the radical humanist researchers tend to be nominalist, anti-positivist, voluntarist and ideographic. The crucial notion of the paradigm is that the consciousness of man is dominated by the ideological superstructures with

which he interacts, and that these drive a cognitive wedge (the wedge of alienation or false consciousness which blocks true human fulfilment) between himself and his true consciousness (Burrell & Morgan,1979).

By criticising the status quo, the humanist paradigm's frame of reference beholds the society to be transformed the limitation of existing social arrangement concerning with release from the constraints which existing social arrangements place upon human development. It is based on the principle that there will be revolution or transformation through consciousness that is the means through which society will change with people throwing off the chains of psychic impressions which tie them into alienating modes of life. It is a belief in the ability to change society through changing consciousness, by changing the way people think, see, and understand of the world. It tries to bring about a new worldview, a new paradigm which allows people individually and in conjunction with others to reorganize their experiences.

There are some research designs under the umbrella of the radical humanist paradigms in which is applied to conduct research that is change oriented and seeks to advance social justice causes by identifying power imbalances and empowering individuals and/or communities, that is, the purpose of mixing methods in the transformative design is used for value-based and ideological reasons more than for reasons related to methods and procedures (Greene, 2007; Creswell & Plano Clark, 2011). According to Mertens (2009), in transformative standpoint, the reality is socially constructed; thus, to carry out the transformative research successfully, the researcher should build interactive connection between the researcher and the participants so that we are able to find the knowledge that socially and historically situated in a complex cultural context. Furthermore, she scientifically advises that definitions of the problem, and method should be adjusted to accommodate cultural complexity; power issues should be addressed explicitly; and issues of discrimination and oppression should be recognized. Based on this assumption, the transformative research design is directed by the radical humanist paradigm because the priority is given to be qualitatively oriented even though quantitative research is used. Therefore, the design is guided by the radical humanist paradigm.

Action research is a disciplined process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions. Fundamentally, the design is grounded in qualitative research paradigm, putting emphasis on localized studies that focus on the need to understand *how* things are happening, rather than merely on *what* is happening, and to understand the ways that stakeholders-the different people concerned with the issue-perceive, interpret, and respond to events related to the issue investigated (Stringer, 2014). Action research depends on some characteristics:

- "Involvement with practical issues in real world (often in organizations) because practising and applying are based on premise that research that produces nothing but books is not good enough.
- A concern with change. It looks for new strategies to solve the problem and develop more.
- Cycle: the research - feedback loop. Typically, after reflection, a change of some kind is introduced – an intervention – and its effects assessed, and the process is repeated indefinitely. It can be the way the changing group proceeds, with no gap between 'research' and organizational decision-making.
- Involving those affected in design and implementation (not as objects of research but participants) because action research involves practitioner integrally and rejects notion of two stages whereby researchers produce knowledge which is then generated to practitioners. Instead, research, practice and action are integrated".

It is categorised into three types of action research; namely, technical, participatory and emancipatory action research. Philosophically, two of which are oriented by the radical humanist paradigm. First, participatory action research that comprised of four features according to Din Babar (2015):

1. "Participation, associating with the participative nature to the democratic process. Participating between the researcher and participants occurs in all stages of the study, from setting agenda, clarifying the research focus, undertaking fieldwork and analysing findings and using data.
2. Cyclical spiral process- spiral of continuous and overlapping cycles: cyclical process where cycles of activities form a spiral of continuous and overlapping cycles of action and reflection. Each cycle consists of a small scale intervention or changes in understanding.
3. Emergence: Emergence signifies that during the research, there may be changes in the questions, relationships and purposes of the research. This evolutionary research process emerging out of a period of collaborative engagement is suited to complex situations and environments in transition or where there is a desire for change.
4. Reflection and reflexivity: Reflection and reflexivity (self-reflection) are integral parts of participatory action research. Reflexivity or self-reflection is the recognition of the researcher's presence in the research study and the interplay between the researcher, the research context and the data".

The second type of action research, supported by the radical humanist paradigm is emancipatory action research. Theoretically in this research's assumption, people will change by throwing off the chains of psychic impressions which tie them into alienating modes of life. It is a belief in the ability to change people through changing consciousness, by changing the way people think, see, and understand of the world. It allows someone individually and in conjunction with others to reorganize their experiences. Thus, consciousness is the driving force; it is the essence of radical humanism (e.g. motivational interview with a patient). It is agreed with Skerritt (1996) who argues that the participants' transformed consciousness, and change within their organisation's existing boundaries and conditions, but when it also aims at changing the system itself or those conditions which impede desired improvement in the organisation.

In addition to the paradigm, critical discourse analysis is also underpinned by the radical humanist paradigm. It is used to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony (Fairclough, 1995). Its assumption is that social reality is constructed through and within language, and that every language use designed to represent reality necessarily entails decisions as to which aspects of that reality to include, and decision as to how to arrange them (Richardson et al, 2014).

Rogers (2011) states critical discourse analysis is ideological effects-the effects of texts in inculcating and sustaining ideologies. Based on him, ideologies is primarily representations of aspects of the world that can be shown to contribute to establishing and maintaining relations of power, domination, and exploitation-primarily because such presentations can be enacted in ways of interacting socially inculcated in ways of being in people's identities. Moreover, critical discourse analysis contribute to more broadly conceived social research into processes of social and cultural change affecting contemporary organizations (Fairclough, 1995).

## **THE RADICAL STRUCTURALIST PARADIGM GUIDING QUANTITATIVE RESEARCH**

Advocating the sociology of radical change from an objective view, the radical structuralist paradigm holds the notion that conflict is inherently occurred in society, so this conflict brought to create social change. This view is a much more realist position that grounds social change in the antagonisms between structural relations, not consciousness as the radical humanist is. More specifically, the reality, according to the paradigm, is not changed by the consciousness of people, but is changed by the binding together of these contradictions that will transform existing societies into new forms. The radical structuralists are interested in explicating radical change, emancipation, and potentiality, in an

analysis which emphasises structural conflict, modes of domination, contradiction and deprivation. It approaches these general concerns from a standpoint which tends to be realist, positivist, determinist and nomothetic.

Thus, goal of radical structuralist paradigm is to analyse the structural conflict, the existing modes of domination, contradictions and deprivations which cause the society to radically change, and to provide critique in social affair or status quo. Moreover, it emphasizes the need for destruction or transcendence of the limitations imposed on the social and organizational arrangements.

Operating in social research methods, this paradigm serves a lots of advantages for leading scientific study. The research designs, guided by this paradigm, are technical action, experimental, quasi-experimental and mixed-embedded research. Technical action research is utilised to find technical solutions to improve or to change the outcome of a practice and an intervention (Coghlan & Brydon-Miller, 2014). Willis & Edwards (2014) raise their point of view that this research method researchers expect the research to contribute to both basic and applied goal, tending to start with a particular theory as an a priori beginning point and to work toward solving problems with solutions based on that guiding theory; it tends to separate researcher roles from practitioner roles and to treat the researcher as the expert who leads and directs the research project. On the other hand, due to emphasising on using the scientific method places considerable emphasis on technical aspects of "good" research, such as establishing validity and reliability of instruments used in the research and obtaining objective data on outcomes.

Experimental design is the structure by which variables are positioned, arranged, or built into experiment (Wiersma & Jurs, 2004). The main function of experiment design is to develop the strategy to control variance towards fulfilling the objective of research (Broota, 1989). In terms of philosophical stance, one is considered to be under the coverage of the radical structuralist paradigm because there is a change in experimental structure from the top to the bottom (from experimenter or the researcher to the participants). An experiment aims at predicting the outcome by introducing a change of the preconditions which is represented by one or more independent variables, also referred to as "input variables" or "predictor variables." The change in one or more independent variables is generally hypothesized to result in a change in one or more dependent variables, also referred to as "output variables" or "response variables" (Wikipedia, 2018).

The characteristics of quasi-experimental design are in common with those of experimental research such as reproducing the techniques of the laboratory experiment with highly structured methods; generating initial hypotheses; controlling variables and being accurate (quantitative) measurement of outcomes; most of all, generalizing from samples to similar populations (Gray, 2004). The difference is that quasi-experiment research involves the use of intact groups of subjects in an experiment, rather than assigning subjects at random to experimental treatments (Wiersma & Jurs, 2004). It is very appropriate to use quasi-experimental design when randomization is too expensive, unfeasible to attempt or impossible to monitor closely; there are difficulties, including ethical considerations, in withholding the treatment, and the study is retrospective and the programme being studied is already underway (Gray, 2004).

Besides those designs, the embedded design is supported by the radical structuralist paradigm as well. It is utilized purposively to address multiple questions, calling for different methods or to improve experiment (Watkins & Gioia, 2015). In application, the design method is combined by two approaches, the primary (quantitative/qualitative) and the secondary approach (quantitative/qualitative), and the priority is put on primary one. Because the most common type of embedded design found in the literature occurs when researchers embed qualitative data within an experimental design. The general steps include (1) designing the overall experiment and deciding the reason why qualitative data need to be included, (2) collecting and analysing qualitative data to enhance the experimental design, (3) collecting and analysing quantitative outcome data for the

experimental groups, and (4) interpreting how the qualitative results enhanced the experimental procedures and/or understanding of the experimental outcomes (Creswell & Plano Clark, 2011).

Therefore, the embedded design is depending on the priority approach. One is employed the radical structuralist paradigm or the functionalist paradigm if the primary design is experimental, correlational, longitudinal, or focuses on instrument validation. In contrast, it is employed the interpretive paradigm if the primary design is phenomenological, grounded theory, ethnography, case study, or narrative.

## CONCLUSION

Table 1: Social Paradigms in guiding Social research design

Social Paradigm Guiding Social Research	Types of Research Design
The functionalist paradigm	Descriptive study Correlational research Survey research Mixed explanatory sequential design Mixed convergent parallel design Mixed multiphase design
The interpretive paradigm	Case study Ethnographical research Phenomenological research Grounded theory Discourse/metaphor analysis Narrative analysis Systematic review Meta-synthesis Mixed convergent parallel design Mixed exploratory sequential design Mixed multiphase design
The radical humanist paradigm	Participatory action design Emancipatory action research Mixed transformative design Critical discourse analysis
The radical structuralist paradigm	Technical action research Experimental research Quasi-experimental research Mixed embedded design

The four paradigms are influential philosophical stances used to advocate social research designs since they have been supported by eight different lenses and had various functions for analysing social phenomena based on two main analytical approaches, objective and subjective viewpoints. After clarifying their application in social research methods, we have seen that the functionalist paradigm is very compatible with quantitative research methods because, according to the assumption, it utilizes natural science methods to study its subject areas: questionnaire, statistical analysis, test, measurement etc. Shortly, whichever research method uses objective approach to study about the topics related to the status quo, the social order, the social integration, solidarity, equilibrium, the need of satisfaction and actuality is under the umbrella of the functionalist paradigm because it is in the dimension of realism, positivism, determinism and nomothetic. However, if any research design studies the same topic areas, but uses subjective approach because it is located in the dimension of the nominalism, anti-positivism, voluntarism and ideographic.

In addition to the paradigms in sociology of regulation; namely, the functionalist and the interpretive paradigm, the ones in sociology of radical change lead research design which places emphasis on

radical change, potentiality, modes of domination, emancipation, deprivation and potentiality. The distinction between both of them is that the radical humanist paradigm investigate into subjective level, more in-depth by mainly using tools such as interview, observation, focus group discussion. Most of all, it intends to be nominalist, anti-positivist, voluntarist and ideographic. Similarly, the radical structuralist paradigm guides the research that studies the same subject concerns to those of the radical humanist paradigm, but additionally, structural conflict and contradiction is figured prominently in this paradigm. And conversely, it applies objective approach because, philosophically, it is situated in the area of realism, positivism, determinism, and nomothetic.

Besides Burrell and Morgan's strategy, we can use Habermas's theory of knowledge-constitutive interest to choose which paradigm is applicable to which research design. The research methods that are in technical interest part normally are quantitatively oriented because those designs deploy prediction and control procedures such as correlational, experimental, quasi-experimental research ... .thus, it is consistent with the functionalist and the radical structuralist paradigm. If the research methods hermeneutic interest, it means that research design are also applicable in the interpretive paradigm. In the case that the research methods are in the dimension of emancipatory interest, they are directed by the radical humanist and the radical structuralist paradigm as well. Finally, we observe that some research designs intertwine between two paradigms; for example, mixed convergent parallel, mixed multiphase design, mixed embedded design. Thus, they make the researcher a little confusing.

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