Research Design Example Analysis

Name

Professor

Course

Date

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**Personal Reflection**

I have used both qualitative and quantitative research methods in my work. I prefer neither of the research methods as they both are adequate for tackling different issues. From my experience, a quantitative research method is easier to use due to its ease in using numerical data analysis techniques (Creswell, 2003). Moreover, the data or the research focus helps one to identify the research method to use. Often, I have found data collection to be easier and less time consuming when using a quantitative research method (Williams, 2011). In some instances, I have used both qualitative and quantitative research methods to complement the downfall of each methodology. I have found quantitative methods to be clear cut which means they cannot be used to answer the why questions but are highly appropriate for discussing the relationship between variables. The quantitative design that I prefer is descriptive analysis since I can develop a hypothesis as the research is ongoing which can lead to a better understanding of the issue. My major strength for using the quantitative design is the ease with which I understand and enjoy dealing with numbers. A weakness is that I may experience is poor hypothesis formulation skills.

**Research Papers Reflection**

Bettini et al. (2019), seeks to find out the level of intent of special educators to continue serving special needs children with a focus on the causes of high burn-out rates. The main reason behind high burn-out rates is the lack of adequate working resources. As such, there is an imbalance in the management of workloads and experiences which may lead to educators feeling overwhelmed. The authors use a survey to test four hypotheses developed from the problem. The authors also use a single model to test all the hypotheses. There are 171 participants. There is also adherence to the 5 observations per parameter rule.

O'Brien et al. (2019), uses a descriptive analysis approach to explore the working conditions for special teachers in self-contained settings with children with emotional and behavioral disorders. The authors determine that special teachers working in self-contained settings are more likely to change jobs, be less-qualified, and experience higher levels of burn-out. The working conditions are divided into social and logistical approaches. The research also stratifies the sample size according to districts, private and public schools, charter, and therapeutic schools. Each district stratum had 25 schools selected to give 100 schools since there were four strata.

Abushaira (2012) seeks to understand the factors that affect the job satisfaction levels of special education teachers in Jordan. The researcher uses a survey design. There are 139 total participants in the research. The participants are divided into males and females with the population being 16 and 123 respectively. The statistical analysis identifies that job satisfaction levels are moderate for both male and female special educators. The work environment is also identified in this case as a major cause of low job satisfaction levels. Age was also considered and the younger generation was found to have high job satisfaction levels.

Küçüksüleymanoğlu (2017) examines the burnout level of teachers in Turkey by observing various independent variables. The variables include gender, family status, teaching experience, educational background, and school type. The study design is descriptive. The study uses a total of 67 teachers from 7 schools. Of the 67, 14 participants are interviewed to have a clearer understanding of the situation. These results from the 14 participants are subjected to qualitative analysis. From the quantitative analysis, teachers from special education schools are found to generally have a higher level of burn out. Relative to schools, all schools reported different levels of teacher burnout.

Strydom et al. (2011), seeks to find out the level of job satisfaction of teachers in special schools. Various challenges are identified to be special to special school teachers. They include constant changes in curriculum, administrative duties, and the diverse needs of the learners. The research uses 101 participants from 6 special schools from Bloemfontein, South Africa. The participants are from different races and speak English and Afrikaans languages. From the analysis, teachers from different races were found to have different levels of job satisfaction. However, generally, all special education teachers were found to have an average level of job satisfaction.

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