

# Use and Importance of Qualitative Research in School Education

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## Abstract

Quantitative research has long been the dominant approach in education, yet its focus on numerical data has left gaps in understanding human attributes and behaviors. Consequently, qualitative research has gained prominence in studying human-related factors across various sectors, including education. This shift prompts critical questions regarding the importance and utility of qualitative research in school education. This study explores the significance of qualitative research in the educational context, addressing key questions such as the importance of qualitative research in school education and the rationale behind its utilization. By examining and interpreting various written or recorded materials, including reports, letters, and social media posts, this study draws insights into specific phenomena within school environments. The critical paradigm serves as a crucial framework for understanding and addressing social inequalities and power imbalances within the educational system. By adopting a critical perspective, this study focuses on school-related variables through secondary documents such as articles and books, highlighting the importance of qualitative research in addressing systemic issues. Qualitative research delves into the complexities of human behavior by exploring individuals' experiences, ideas, feelings, and behaviors. Through informal data collection techniques such as focus groups, observations, and interviews, researchers gain a comprehensive understanding of various topics. In the realm of education, qualitative research offers valuable insights that complement quantitative approaches, contributing to a holistic understanding of educational phenomena. Qualitative research plays a crucial role in enhancing our understanding of human attributes and behaviors within the educational context. By embracing diverse perspectives and methodologies, qualitative research contributes to more nuanced and comprehensive educational practices and policies.

*Keywords:* Comprehensive understanding, Educational policies, Informed decisions, Qualitative research, School education

## Introduction

The global community of qualitative inquiry is straddling two extremes, seeking a new middle, and moving simultaneously in several distinct directions. Terms slide and fall over one another, making it difficult to develop a new family of terms for a new critical inquiry. What exactly do the terms “research,” “inquiry,” “critical inquiry,”

“social justice,” “transformative dialog,” “participatory emancipatory narrative,” and “resistance” mean? Love, loss, rigor, practice, and writing modes of existence in the world (Denzin & Lincoln, 1998). An independent branch of inquiry is qualitative research. It cuts across fields, disciplines, and subject matter. The phrase is surrounded by a large family of related terminology, ideas, and presumptions. Foundationalism, positivism, post-foundationalism, post-positivism, post-structuralism, postmodernism, post-humanism, and the numerous qualitative research philosophies and techniques connected to cultural and interpretive studies are among these traditions Several traditions (Denzin & Lincoln, 1998). The years for qualitative education research, and has a long history. Among the most well-known customs in qualitative research in education are. Case studies, grounded theory, ethnography, phenomenology, and narrative inquiry. Inductive data analysis is a common practice among qualitative researchers. They do not look for facts or evidence to support or refute preexisting ideas before beginning the investigation; rather, abstractions are developed as the details acquired are brought together. In this approach, the theory is created from the ground up.(Bogdan & Biklen, 1998). As a teacher, student, parent, or community member in the educational system. A technique of decision-making and problem-solving that starts with the experiences, needs, and perspectives of these stakeholders is known as the inductive and ground-up approach to education. This strategy promotes the involvement of educational stakeholders in the design, implementation, and assessment of educational projects while acknowledging the value of local knowledge. In qualitative research, the idea of causation has long been divisive. Many qualitative researchers have disregarded causal explanations as being incompatible with an interpretive or constructivist approach.

This rejection confuses causation with the positivist theory of causation and dismisses an alternative understanding of causation, variously referred to as a “generative,” “process,” or “realist” approach, which has philosophical influence and is increasingly common in the social sciences and history(Maxwell, 2012). The goal of qualitative research is to comprehend and explain the experiences, attitudes, beliefs, and behaviors of particular people, groups, and communities. Qualitative research is utilized in the field of education to better comprehend the complexities of educational processes, as well as the experiences and viewpoints of students, instructors, and other stakeholders.

Qualitative studies on education in schools include supplying a complex and thorough understanding of educational experiences and viewpoints, which can help to enhance educational methods and policy. enabling educators and researchers to comprehend the viewpoints and lived experiences of students, teachers, and other stakeholders in a deeper way, which can result in educational methods that are more inclusive and culturally sensitive. giving researchers a way to examine and comprehend the intricacies of educational procedures and experiences, which cannot be represented using quantitative research techniques. facilitating the exploration and comprehension of the viewpoints and experiences of underprivileged or underrepresented groups in education by academics and educators, which may result in more equitable educational

results. providing insightful analysis and suggestions for enhancing educational practices and policies based on the experiences, opinions, and real-life encounters of students, teachers, and other stakeholders. In that motive, my study is directed at the use and importance of qualitative research in school.

Qualitative research was developing critical ability and inductive thinking culture in any context (Flick,2014). The purpose of this study is to explore the use and importance of qualitative research in school education. The aim is to understand how qualitative research can be effectively utilized in the educational field and what benefits it can bring to the improvement of school education. In many fields of research, including the scientific sciences and the social sciences, positivism continues to be crucial. To better comprehend the intricacies of human existence and society, there has been a rising understanding of the necessity to incorporate more qualitative and humanistic viewpoints into research practice (Cohen et al., 2007).

Delimitations of secondary documents in the study “Use and Importance of Qualitative Research in Schools” refers to the boundaries or limitations that the researcher sets for the use of secondary documents (e.g. reports, articles, books) as a source of data in the study. The delimitations of secondary documents help to define the scope and focus of the study, and ensure that the secondary documents used are relevant and appropriate for the research question.

The purpose of the study, “Use and Importance of Qualitative Research in Schools,” is to investigate and comprehend how qualitative research methodologies are used and valued in the educational environment. Understanding social phenomena and examining complicated human experiences requires the use of qualitative research. Qualitative research can be utilized in the setting of schools to better understand the experiences and viewpoints of teachers, students, and other stakeholders, which can guide the creation of more useful educational practices and policies. The study’s objectives are to promote increased use e of qualitative research in educational decision-making and to highlight the advantages of employing it in schools.

Quantitative research is use in long time in education it has dominated still but human attributed do not study. So that now a day’s Qualitative research is familiar in studying human related factors which is influence every sectors and also school education. Here are some questions which is qualitative research in school education.

- i. How important of qualitative research in school education?
- ii. Why the use of qualitative research in school education?

## **Methodology**

A written summary of journal articles, books, and other documents that describes the past and present level of knowledge on the subject of your research project is known as a literature review. Additionally, it explains the necessity for the proposed study and divides the literature into subtopics. Teachers mostly rely on this review of research that has been published in journal articles, which is the most rigorous kind of study(Creswell, 1012). Starting with the fact that there is no longer just one qualitative investigation, but rather a variety of theoretical and methodological viewpoints, one

can identify numerous methodological methods and theoretical conceptions of the phenomenon being studied. There have been several attempts to organize this field with its range of methodologies and their theoretical and methodological bases (Denzin & Lincoln,1998). The examination and interpretation of written or recorded materials, such as reports, letters, journal entries, or social media posts, to gain insight into a particular phenomenon. In this study articles and books are a source of data. A framework for comprehending and addressing social inequities and power imbalances in the educational system, the critical paradigm is crucial to the application and significance of qualitative research in schools(Denzin & Lincoln,1998).In this study critical paradigm is important in the use and importance of qualitative research in schools because it provides a framework for understanding and addressing social inequalities and power imbalances in the educational system. in that sense, this study is critically focused on a school-related variable on the basis of secondary documents like articles and books.

Taking a Foucauldian stance, it aims to demonstrate how education functions in practical and historical contexts, in terms of the actual procedures, strategies, and outcomes that are at play when some people teach or are taught by others. What shapes do the contacts take, what outcomes do they produce, what bodies of knowledge are called into being, and which various organizations are involved? What sorts of power relations rule the process? (Deacon,2006). Michel Foucault's critical theory offers an insightful viewpoint for qualitative research in education since it highlights how crucial it is to comprehend the power dynamics that influence educational practices and experiences.

Fixed identities and meanings are never fully stable, and all writings include internal inconsistencies and multiple possible interpretations. Deconstruction aims to expose these inconsistencies and contest prevailing theories and hierarchies. Deconstruction aims to expose the arbitrary and constructed character of knowledge, language, and identity by upending fixed interpretations(Norris, 2004). Deconstruction in qualitative research in education can aid in developing a more complex and critical understanding of educational phenomena and assist in revealing the ways that more general social, political, and historical variables have affected existing knowledge and practices.

## **Result and Discussion**

In qualitative research, the idea of causation has long been divisive. Many qualitative researchers have disregarded causal explanations as being incompatible with interpretive or constructivist approaches. This rejection confuses causation with the positivist theory of causation and dismisses an alternative understanding of causation, variously referred to as a “generative,” “process,” or “realist” approach, which has philosophical influence and is increasingly common in the social sciences and history(Bryaman,2016). Qualitative research emphasizes the significance of comprehending complex phenomena from the perspectives of individuals and their experiences and acknowledges that knowledge is constructed through human

interaction and experience, qualitative research can be seen as an interactive and constructive philosophical approach. If educational research is to make meaningful and valuable statements about what works, it urgently needs qualitative approaches and methods. Although I have concentrated on educational research because there has been a particularly vitriolic rejection of qualitative research in some quarters, this argument holds for the social sciences in general and, in fact, for natural science as well. Multiple discourses, new means of navigating between positivism, postpositivism, critical theory, constructionism, poststructuralism, participatory models of inquiry, and the new posts are characteristics of the twenty-first century (Denzin & Lincoln, 1998). The participants chose the qualitative form of research in 23% of the responses, the quantitative type in 57%, and the combined kind of study in 20% of the responses for item one. It is qualitative research since the researcher in this case had to deal with phenomena that were challenging or theoretically impractical to measure.

Therefore, the qualitative type was the best option, scoring a lower percentage, indicating that most researchers were unable to tell which type of research they were writing about. (Abood & Zbar Alalwany, 2021). It enables a more complex and thorough understanding of complex phenomena, captures the particular context and viewpoints of individuals within an educational setting, and offers useful information that can guide decision-making, qualitative research is becoming more and more important in education. Because it enables a more complex and thorough understanding of complex phenomena in education, such as students' experiences, teachers' perspectives, and the culture of a school (Flick, 2014). The particular context and viewpoints of individuals within an educational setting offer useful information that can guide decision-making, qualitative research is becoming more and more important in education. This qualitative study looked at how service-learning is used at an alternative high school that mostly serves kids who are at risk of dropping out of school because of behavioral issues. Increased classroom involvement, personal growth, and increased positive connection with the community are the three main categories of student advantages that emerged through interviews with students, teachers, and administrators as well as from observations and archival materials (O'Connor, 2008). Understanding and interpreting the experiences, viewpoints, and opinions of numerous stakeholders, including students, teachers, parents, and administrators, are the goals of qualitative research in school education. Understanding the complexity of the educational environment, understanding the lived experiences of students, and pinpointing opportunities for improvement are all made possible by qualitative research for educators. Qualitative research can also be used to investigate and validate novel educational ideas and practices as well as to create educational policies and programs that are inclusive of all cultures. In many fields of research, including the scientific sciences and the social sciences, positivism continues to be crucial. To better comprehend the intricacies of human existence and society, there has been a rising understanding of the necessity to incorporate more qualitative and humanistic viewpoints into research practice (Cohen et al., 2007). In the realm of education, particularly in the context of school education, qualitative research is

a crucial instrument. An in-depth understanding of complex social and educational phenomena, such as student learning, teaching practices, and school culture, is attained through this kind of research. Researchers can collect rich, detailed data that can offer insightful perspectives on the experiences and viewpoints of students, teachers, and other stakeholders in the educational system by using qualitative approaches including observation, interviews, and focus groups. The educational outcomes for pupils in and elsewhere can be improved by using this knowledge to inform policy and practice.

### **Qualitative research use and importance in school**

In this study, I am searching some articles and books which is related to the use and importance of qualitative research in school education. And point-wise discuss and critical interpretations. These themes are related to principal leadership in school education.

### **Educational management**

Headteachers no longer have a monopolistic role in leadership; instead, teachers now share responsibility in the leadership process. It is suggested that head teachers' distributed leadership techniques might alter teachers' perceptions of their efficacy through initiatives that offer them the tools and emotional support they need to work toward a common vision, mission, and goal. (Ahmad & Hamid, 2021). It has been asserted that providing administrators with instruction and activities that raise their emotional intelligence and increase their awareness of their leadership will indirectly aid in the improvement of their cognitive flexibility abilities. (Kösterelioğlu, 2021). A postcolonial concept of educational leadership and management that emphasizes the cultural context, fills a vacuum in educational leadership and management. (Moorosi, 2021).

In school leadership, educational management refers to the administration and organization of educational resources and employees to meet a school's or a district's goals and objectives. Making sure the school is operating properly and efficiently, can involve undertaking duties like planning curriculum, making budgets, assessing staff, and putting policies and procedures into place. These tasks must be overseen by a school administrator, such as a principal or superintendent, who also must make judgments that will benefit the entire school community.

### **Collaborative leadership**

Distributive leadership is the ability of a school's top leader to lead a subgroup by classifying duties and distributing powers and expertise among sub-group members. Distributive leadership practices are seen as capable of addressing and assisting headmasters to organize, plan and make rational decisions (Thien & Tan, 2019). Distributive leadership may also be defined as a team of leaders who collaborate and pool their skills to improve a school (Yusaini & Izham, 2020). Teachers' perceptions of the three behaviors of school principals (supporting, directive, and restrictive) showed that they were quite high. there were negative correlations between teachers'

organizational styles and the two school climate scales (Respective Principle Behaviors and Disengaged teacher behavior) and positive relationships between teachers' Organizational Silences and the four school climate constructs (Supportive principle behavior, Directive principal behavior, College teacher behavior, and Intimate teacher behavior) (Alqarni, 2020). According to the study, the publications that were published used 83 or more references. Numerous papers stress the need for thorough literature reviews to effectively describe the findings of studies on school leadership. As a result, it can be claimed that comprehensive literature reviews are essential for descriptive studies of school leadership. (Yeşim, 2022).

When educators and administrators work together to accomplish shared objectives for the school and its students, this leadership style is referred to as collaborative leadership in schools. This strategy places a strong emphasis on open communication, shared decision-making, and the achievement of the school community as a whole. Positive outcomes including enhanced teacher job satisfaction, better student success, and a deeper sense of community among staff and students are frequently linked to collaborative leadership.

### **The effectiveness of teachers in schools**

The effectiveness of the school is increased by a supportive and cooperative school climate. Additionally, it emphasizes the significance of developing an encouraging school atmosphere that fosters collaboration. Clarifying the concept of school culture as a vital element of an effective school, a positive school climate is essential to achieving school effectiveness (Ismail et al., 2022). The following five elements need to be present and properly implemented for schools to be effective: Strong leadership, a stated goal and mission, clear expectations for students and instructors in terms of academic performance and character, creating a secure and orderly learning environment, and effective monitoring are just a few of the factors that need to be in place (Umar & Kenayathulla, 2021).

Distributive leadership is a leadership approach where power and decision-making are distributed among multiple individuals within an organization. This can involve teachers, administrators, and other staff members sharing leadership responsibilities in a school. This approach can help create a more inclusive and empowering environment for all school community members.

### **Findings**

Organizing, accounting for, and explaining the data-or, to put it another way, making meaning of the facts in light of how the participants defined the situation-involves qualitative data analysis. Patterns, themes, categories, and regularities are also noted (Cohen et al., 2007). The application of a subjective lens to the interpretation of data and outcomes, taking into consideration the setting, culture, and viewpoint of the participants. In an interpretive analysis, meaning patterns and themes are not forced on the data but rather emerge from it. The researcher also frequently engages in a constant process of reflection and reinterpretation

The goal of qualitative research is to comprehend and interpret human experiences and behavior by collecting non-numerical data such as words, images, and observations. Exploratory in nature, qualitative research seeks to understand people's views, beliefs, attitudes, and motives. It frequently uses methods like focus groups, interviews, and ethnography, and is employed in the social sciences such as sociology, psychology, and anthropology. Instead of quantifying or generalizing a phenomenon, the aim of qualitative research is a comprehensive and in-depth understanding of a phenomenon (Bryaman,2016). In order to understand human behavior, qualitative research examines and interprets people's experiences, ideas, feelings, and behaviors. It tries to provide a thorough understanding of a certain topic, frequently employing informal data collection techniques including focus groups, observations, and interviews. Researchers can learn more about complicated human behavior and experiences by doing qualitative research, which is frequently employed in the social sciences.

### **Conclusions**

Research aimed at enhancing readers' literacy. Numerous universities have boosted their use of qualitative research during the past few decades. In order to develop organizations, it can be utilized to investigate a variety of facets of human behavior. (Mohajan,2018). A deeper knowledge of the experiences, viewpoints and behaviors of students, instructors, and other stakeholders in the educational context is provided by qualitative research, which is crucial in the field of education. Insights into complicated problems and phenomena, like student motivation, teacher effectiveness, and school culture, can be gained by researchers and educators in ways that are not possible using only quantitative approaches. Schools can better address the needs of all students and raise the standard of instruction by incorporating qualitative research into decision-making.

For several reasons, qualitative research is employed in education, particularly in the setting of school education. Gaining an understanding of students' experiences: Qualitative research can be utilized to learn about students' motivations, attitudes, and perspectives on the learning process. Improving instructional strategies: Qualitative research can shed light on the student's learning and the best ways to instruct them. This knowledge can help teachers enhance their methods of instruction and better serve the needs of their pupils. Improving instructional strategies: Qualitative research can reveal information about how students learn and the best ways to instruct them. This knowledge can help teachers enhance their methods of instruction and better serve the needs of their pupils. Informing educational policy: Qualitative research can be used to obtain information about the state of education and to guide policy and decision-making in the field of education.

### **Reflections**

Qualitative research is considered to be very important in school education as it provides a more in-depth and nuanced understanding of educational phenomena. Qualitative methods, such as observation, interviews, and focus groups, can help



educators gain rich, descriptive data about students' experiences, perspectives, and motivations. The use of qualitative research in school education is increasing because it allows educators to gather rich data that can be used to develop a more complete picture of the educational environment. This approach provides a deeper understanding of the complex and dynamic nature of educational processes and can help educators identify areas for improvement.

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