A Study of The Classification of Research Questions in Education

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ABSTRACT
The present paper discusses the kinds of questions posed researches at master of education level at Department of Education Bhavnagar University Bhavnagar. Here, the scheme of classification of research questions under the main five order of information with 17 numbered categories and 12 lettered sub categories was used by the researcher. It categorized 360 questions from the randomly selected 66 dissertations at DEBU (Department of Education Bhavnagar University, Bhavnagar.)

Key words: Classification of Research Questions.

Introduction
It is said to acquire knowledge, one must have curiosity in asking questions that lead to peculiar type of acquiring knowledge. It is also because every systematically asked question comprises particular type of knowledge. Each research, containing certain basic questions, has something new to add to the world of knowledge. Keeping in mind this basic point, this research was undertaken.

Objectives of the Research
The following were the objectives of the study:
1. To test the applicability of Dillon’s Research Question Classification Scheme.
2. To know the types of questions posed for educational researches undertaken at Department of Education, Bhavnagar University, Bhavnagar.

Delimitations of the Research
The following were the delimitations of the study.
1. Only the questions from the M.Ed. dissertations during the years 1971-1999 at DEBU were classified.
2. Questions from the Ph.D. thesis, published research articles or any other researches were not included here.

Population and Sample
352 dissertations submitted to the DEBU from 1971-1999 were the sample of the study. 66 dissertations were selected randomly and the 360 research questions were collected from them.
Tool

The Research Question Classification Scheme (RQCS) developed by Dillon (1984) was utilized as the tool of the for the present study. This tool contains 17 numbered categories with 12 lettered sub categories grouped into five orders of information.

Data Collection

The research questions for the present study for classification were collected from the dissertations submitted to DEBU during the years 1971-1999.

Data Analysis

All the questions noted down from the randomly selected dissertations were put into appropriate categories, sub categories and order of information. At this juncture the guide-line provided by the RQCS developer was followed by the researcher.

All the research questions selected as the sample were classified according to the properties they contained, the comparative attributes they bore on, and the contingent attributes they entailed about.

The frequencies of the classified research questions were calculated. The number of frequency was converted into percentage. Here, while analyzing the data, simple statistical method of calculating frequencies and then converting those questions into percentage was taken into consideration

Conclusions

The analysis and interpretation of the study could be concluded in the following way:

1. The present research could entail about the applicability of a relatively new scheme:RQCS developed by Dillon (1984) in classifying research questions in education at DEBU. It could bring out the particular areas trodden in the researches at DEBU.

2. It could also entail about the kinds of questions posed for researches in education at DEBU. It could be known that questions concerning individual attributes of knowledge were posed for researches undertaken at DEBU during the years 1971-1999.

3. The kinds of questions that predominated in education at DEBU were brought out. Questions focusing on comparative attributes in general and differential attributes in particular predominated in education at DEBU.

4. Three areas of inquiry in research were predominant among the questions analyze in the present research.

5. The researchers of the researches included here were mainly interested in individual, comparative and contingent attributes of knowledge.

6. They were primarily interested in properties questions in general and comparison category in particular.
7. Under properties questions, they were interested character aspects and rational aspect. And under comparison category, they were mainly interested in disproportion aspect of questions.

8. They were also interested in other areas of research questions namely correlation, conjunctions, means, label, existence, affirmation/negation, relation, meaning, consequence, and equivalence. The present research found a very few number of frequencies under these named categories and lettered sub categories.

9. No question was classified under disjunction, subordination, and antecedence. They remained totally untouched.

10. Under the zero order, (rhetorical) and the extra order (other), not a single question was classified.

Thus, the present research could focus on what type of questions mainly and what of minorly were predominant in the researches undertaken during 1971-1999.

Reference


We cannot change the cards we are dealt, just how we play the hand.

-Randy Pausch.