

FOLLOWING THE METHODOLOGICAL APPROACH IN SCIENTIFIC WORKS IN KOSOVO

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Abstract

In this paper, the issue of selecting the methodological approach in scientific works in Kosovo is addressed. Researchers can choose different methods for dealing with a scientific issue, but it would be advisable for these methods to be suitable for the nature of the study that is set to be studied. In this study, we will follow the qualitative approach, as we consider that it is more appropriate to address this issue.

The purpose of the study is to find, through the analysis of documentation and empirical research, what study approach Kosovar researchers use more in their studies at the scientific level.

In this study, 5 participants were included, who have published articles in various magazines.

In this study, an interview was applied, consisting of 10 questions, related to the approaches followed by the researchers in their studies.

Based on the experience with empirical research in Kosovo, most of them mainly follow quantitative and combined approaches, a little less often the authors also use qualitative approaches.

Keywords: Scientific work, methods, qualitative, quantitative

1. Introduction

Research methodology is the way through which researchers should conduct their research. It shows the way through which these researchers formulate their problem and objective and present their results from the data obtained during the study period (Sileyew, 2019).

The approach of a study depends on many factors, starting from the researcher himself, the nature of the study, the interest groups for which the research is organized, the audience for which the paper is prepared, etc.

Scientific researchers approach the problem depending on the nature of the study and their reasonableness. According to Fraenkel and colleagues, qualitative researchers assume that the world consists of multiple realities, socially constructed from different individual views of the same situation. When it comes to the purpose of research, quantitative researchers seek to establish relationships between variables and seek and sometimes explain the causes of such relationships. Qualitative researchers, on the other hand, are more concerned with understanding situations and events from the perspective of the participants. Therefore, participants often tend to be directly involved in the research process itself (Fraenkel, Wallen & Hyun, 2012). It is true that some disciplines place greater emphasis on quantitative research and some on qualitative research. First, it is the objective that must decide whether a study will be conducted by adapting a qualitative or quantitative approach (Kumar, 2011).

2. Literature review

2.1. Methodological approaches

In general, there are three approaches or methods for conducting research: qualitative methods, quantitative methods, and mixed methods (Teddle & Tashakkori, 2009). For the research design, it does not matter if the method you will use for data collection and analysis is qualitative, quantitative or mixed. The decision to use a qualitative or quantitative method should be based on the research question and the type of data that must be collected and analyzed to answer the question (Matthews & Ross, 2010).

2.1.1. Quantitative research

Quantitative research focuses on objectivity and is particularly appropriate when it is possible to collect quantifiable measures of variables and conclusions from samples of a population. Quantitative research adopts structured procedures and formal instruments for data collection (Queirós, Faria & Almeida, 2017). A quantitative research study is one that collects some type of numerical data to answer a specific research question (Christensen, Johnson & Turner, 2015). In quantitative methodology, researchers use the scientific method that begins with specific theories and hypotheses for research procedures. They strive to achieve rich, real, deep and valuable data (Mohajan, 2020). Quantitative research explains phenomena by collecting detailed, unaltered numerical data that is analyzed using mathematically based methods, particularly statistics that ask questions of who, what, when, where, how much, and how. It is original research in which the researcher decides what to study, asks a specific, narrow question, collects measurable data from participants, analyzes these figures using statistics, and conducts the investigation in an unbiased and objective manner (Creswell, 2011). Quantitative methods include the processes of collecting, analyzing, interpreting, and writing up the results of a study. There are specific methods in both survey and experimental research that deal with identifying a sample and population, specifying a research strategy, collecting and analyzing data, presenting results, making an interpretation, and writing up the research. a way consistent with a survey or experimental study (Creswell & Creswell, 2018; Creswell, 2009).

Quantitative methods are usually chosen when we want to collect and process structured data that can be presented numerically, when the research question is posed as a testable hypothesis and can be tested through counting and statistical analysis (Azemi & Bujari, 2013).

Quantitative research can be placed at the beginning of the continuum, where the maximum degree of closure is present. Quantitative research can be considered "closed" as it tests hypotheses (eg through an experiment) or explores a specific area (eg a sample survey on student attitudes towards school) by collecting structured data. referring to variables with defined values. In other words, in quantitative research the variables to be studied and their range of values are already known before the data are collected, and in this sense it is a closed type of research (Alivernini, 2012).

2.1.1.1. Advantages of the quantitative approach

From a considerable number of quantitative studies it can be concluded that objectivity, generalizability and effectiveness are three prominent characteristics of quantitative research methods (Xiong, 2022).

The issue of researcher bias with data collection or data analysis will be greatly eliminated when the researcher is not in direct contact with the participants, that is, he collects his data either through the telephone, the Internet, or even a "pen-cil" questionnaire. paper" (Daniel, 2016).

The use of scientific methods for data collection and analysis makes it possible to generalize with this type of approach (Daniel, 2016). Quantitative studies place great emphasis on the fact that researchers tend to study the general public, who are supposed to be more objective. Second, findings from quantitative studies can be generalized to a larger population in different settings. This is attributed to the fact that a larger sample size is integrated in quantitative research and an accurate and standardized conclusion can be drawn more easily by taking advantage of scientific benefits, methods for data collection and analysis (Xiong, 2022).

Another advantage of this research approach is the use of statistical data as a means of saving time and resources (Daniel, 2016). In general, we can say that the quantitative approach is suitable if we want to save time, make generalizations, be effective and objective in researching a phenomenon.

2.1.1.2. Weaknesses of the quantitative approach

Quantitative research is often rigid and inflexible, which can limit the ability to adapt to changing circumstances. For example, if unexpected issues arise during the research process, it may be difficult to modify the research design to address these issues. This lack of flexibility may limit the ability to receive specific feedback or follow-up on research findings (Zorgle, 2023).

According to Ramona, some of the weaknesses of the quantitative approach are: Calculation methods are complex; Without an automated tool, the process can be really difficult to implement; There are no universally accepted standards and information for the implementation of this method; Risk impact values are based on the subjective opinions of the people involved; The process takes a long time; The process is very complex (Ramona, 2011). One of the weaknesses of the quantitative approach is the disconnection of the researcher from the participants. The researcher's detachment means that he is an "observer" or an "outside looking in." With this type of researcher/participant relationship, it will be extremely difficult to achieve an in-depth study of the phenomena within its natural settings (Daniel, 2016). Quantitative research can be limited to looking for concrete, statistical relationships, which can lead researchers to overlook broader themes and relationships. By focusing only on numbers, you risk missing important information.

2.1.2. Qualitative research

Qualitative research is not about numerical representation, but about deepening the understanding of a particular problem. In qualitative research, the researcher is both subject and object of his research. The objective of qualitative methodology is to produce in-depth and illustrative information to understand the different dimensions of the problem under analysis (Queirós, Faria & Almeida, 2017).

A qualitative research study is a study that collects some type of non-numerical data to answer a research question. Non-numerical data consists of data such as statements made by a person during an interview, written records, photographs, clothing or observed behavior (Christensen, Johnson & Turner, 2015). Qualitative researchers have much greater flexibility in both the strategies and techniques they use and the overall research process itself. Their patterns tend to emerge during the course of research (Fraenkel, Wallen & Hyun, 2012).

2.1.2.1. Advantages of the qualitative approach

Of course, researchers can reap tremendous benefits from using qualitative research in terms of its correlation with social and cultural exploration, multiple data collection methods, and flexible research design (Xiong, 2022). According to Denzin, (1989), cited in Rahman, the qualitative research approach produces the detailed description of the feelings, opinions and experiences of the participants; and interprets the meanings of their actions (Rahman, 2017). In this way of thinking about truth and reality, meaning is usually constructed on the basis of people's perception of their world, experiences, interaction with events and circumstances in their lives (Xiong, 2022). Qualitative research can not only provide researchers with specific methods of data collection to reveal the inner experience of participants, but also show how meanings are formed across culture, which cannot be achieved simply by counting numbers. are usually suitable for quantitative research (Xiong, 2022). All methods in data collection provide a description of the data related to the data involved. The observation involved and the focused nature of all research groups seek a broader understanding of thought (Daniel, 2016).

2.1.2.2. Weaknesses of the qualitative approach

One of the disadvantages of the qualitative approach has to do with the researchers' interpretations which may be influenced by their personal experience and knowledge. To solve this issue to the greatest extent, the contextual influence must also be taken into account (Xiong, 2022). In qualitative studies, mainly a small number of participants are included, who do not represent the study population. And according to Shank and Brown (2007), cited in Daniel, perhaps the qualitative approach could have been a good method for the study if its findings reflect a wider population (Daniel, 2016). Similarities between bodies of knowledge or contexts are of great importance in determining whether findings from one setting can be applied to another, which are judged by those who wish to apply the findings. Therefore, qualitative researchers should be aware that their responsibilities lie in presenting an adequate and detailed description of the data collected from their studies (Xiong, 2022).

Also, the non-use of numbers by qualitative researchers makes it difficult and impossible to simplify findings and observations (Daniel, 2016). It is more complex and time-consuming to interpret and analyze data in qualitative research to some extent (Xiong, 2022).

2.1.3. Mixed research

There are many forms of quantitative and qualitative research. Both quantitative and qualitative research models operate on certain assumptions about what research is and how it should be conducted. When the researcher combines or integrates quantitative and qualitative approaches in the design of a mixed study, what he does is create a third research model that allows these two in an articulated and harmonious way (Ponce & Pagán-Maldonado, 2015). The term "mixed methods" applies to research that combines alternative approaches within a single research project. It refers to a research strategy that pushes the boundaries of conventional research paradigms by intentionally combining methods drawn from different traditions with different underlying assumptions. At its simplest, a mixed methods strategy is one that uses both qualitative and quantitative methods (Denscombe, 2010). According to Johnson and coauthors (2007), cited in Creswell and Plano, mixed methods research is the type of research in which a researcher or a team of researchers combines elements of qualitative and quantitative research approaches (eg, using qualitative perspectives and quantitative, data collection, analysis, inference techniques) for purposes of breadth and depth of understanding and validation (Creswell & Plano, 2018). The combination of the two approaches is mainly done to complement each other, to provide a complete analysis of the problem. It is therefore assumed that a mixed methods approach can provide a more complete and sophisticated understanding of the research problem. The definition of mixed methods should include many different perspectives. In this spirit, we draw on a definition of the essential characteristics of mixed methods research. It combines methods, research design and philosophical orientation. It also highlights the key components that go into designing and conducting a mixed methods study (Creswell & Plano, 2018).

3. Methodology

3.1. Research approach

This research will follow a research approach with qualitative methods.

3.2. The purpose of the study

The purpose of the study is to find, through the analysis of documentation and empirical research, what study approach Kosovar researchers use more in their studies at the scientific level. Within this goal, we will also try to find the reasons for following the certain approach.

3.3. Participants

Based on the nature of qualitative studies, it is not intended to generalize the results, we have decided to select 5 participants, who have published scientific articles in different journals. The participants have been selected based on the approaches they have drawn up in their scientific articles. 3 participants who used a qualitative approach in their work, 1 participant who used a quantitative approach and 1 participant who used a mixed approach took part in this paper.

3.4. Research instruments

In this study, a semi-structured interview was applied, consisting of 10 questions, related to the approaches followed by the researchers in their studies. Before using the interview for practical application, it was sent to three well-versed in scientific research methodology.

The interview with the participants consists of 10 open questions:

1. What is your opinion about your methodological approaches applied in scientific research?
2. Which of the methodological approaches do you think is the best for data collection? Why?
3. How does your field of study affect the choice of research methodology?
4. What criteria do you apply in selecting a particular approach for data collection?
5. Which of the methodological approaches do you prefer to use more during empirical research? Why?
6. Do you use a mixed-methodology approach in your research? If so, how do you integrate them?
7. Which approach have you applied most often in the research so far?

8. Can you justify why you were determined for this methodological approach?
9. Do you think you should change the methodological approach in your research? Why?
10. How do you assess the impact of technology on research methodologies in your field?

3.5. Analysis of the results

Initially, 5 scientific articles of 5 different authors, with different methodological approaches, were analyzed. After analyzing the scientific articles, a face-to-face structured interview was conducted with the authors of the scientific articles, then the responses of the participants were analyzed and interpreted in the form of themes.

4. Results of the study

4.1. Analysis of scientific articles

In this part, the analyzes of 5 scientific articles, published in different magazines by Kosovar authors, will be presented.

1. Teacher Evaluation Feedback and Their Self-Efficacy in Classroom Management Skills

This article is published in the magazine: International Electronic Journal of Elementary Education
September 2022, Volume 15, Issue 1, 23-31.

In the chapter: Materials and methods, in the Research design section, the authors present that the study is of a quantitative nature and aims to analyze the role of teaching feedback that teachers receive from their leaders in increasing their self-efficacy in teaching with a focus on classroom management skills, based on evaluations and recommendations derived from their performance evaluation. In the section: Research questions, 1 main question and 3 auxiliary questions are presented. In the part: Sample and Data Collection, the data of the study population, the representative group, the research instrument that was used (scales and sections), the reliability of the measuring instrument, the piloting are presented.

In the chapter: Results and Findings, the results of the study are presented. In this chapter, it is noted that the questions posed are answered through Pearson's Correlation Coefficient, presented in tables and figures.

2. Educational leadership for the national curriculum implementation: the case of Kosovo

This article is published in the journal: Int. J. Management in Education, Vol. 16, No. 3, 2022.

In the section: Purpose, research questions, and methods, the purpose of the study is presented, which was to investigate the practice of leadership in relation to the implementation of the curriculum in ten schools in Kosovo and to outline the main strategies designed to improve activities based on school. The study was determined to be conducted through qualitative research. Data were collected through interviews, focus group discussions and document analysis. Regarding this problem, 23 participants were interviewed by the authors, but it has not been clarified how many participants were in the focus group. In the section: Findings and analysis, the results of the study are presented.

The research results were interpreted through 6 themes, based on the 6 questions posed in the methodology section. The interpretation was made in a generalized manner, without specifying through which method the data were obtained.

3. Respecting students' rights in primary and lower secondary schools

This article is published in the journal: Knowledge-International Journal, Vol. 43, 92, 2020.

In the chapter: Methodology and methods, in the section: Research questions, the 3 research questions are presented, in the section: Participants, it is clarified that 273 students and 148 teachers of nine-year schools took part in the research, in the section: Research instruments, it is given clarification that 2 questionnaires were used (one for students and the other for teachers), with 18 questions each, the reliability of the instruments is also presented, in the section: Data collection procedure, the time and method of data collection is indicated, while in the section: Methods of data analysis, the packages used for data analysis (SPSS) and the methods used for data interpretation are clarified.

In the chapter: Results, two types of data are presented: Descriptive data and data related to hypotheses. In the part of the descriptive data, the results of the frequency and the arithmetic averages are presented, while in the part of the data related to the hypotheses, through the testing of 3 hypotheses, an answer was given to the questions posed in the part of the methodology. Hypotheses testing was done through parametric test: T-test and non-parametric test: Mann Whitney U test.

4. Attitudes of under-year school teachers towards including students with disabilities in common classrooms.

This article was published in Knowledge - International Journal 43 (2), 2020.

The aim of the study was to identify the attitudes of teachers regarding the inclusion of students with special needs in their classrooms.

In the chapter: Methodology and methods, in the section: Research questions, 3 questions are presented. In the section: Participants, the data of the participants are presented, 209 teachers of regular schools, 204 were included in the quantitative study, while 5 teachers in the qualitative study. In the section: Research instruments, two instruments are presented: a questionnaire with 16 questions for the quantitative study and an interview with 8 questions for the qualitative study. In this part, the reliability of the questionnaire is presented. In the section: Data collection procedure, the data collection procedures and the research implementation period are presented. In the section: Methods of statistical data analysis, the methods through which reliability testing and hypothesis testing were done are presented.

In the chapter: Results, the results are presented divided into: Descriptive results, where, in summary, the frequency results and the arithmetic mean are presented. In the section: Qualitative results, through a paragraph, the teachers' opinions about the inclusion of students with special needs in regular classes are presented. In the section: Results related to the hypotheses, 3 hypotheses were raised and tested, as an answer to the questions posed in the chapter: Methodology. The hypotheses were tested through several tests: ANOVA one way, T-test and Mann Whitney U. Within these tests, homogeneity of variance tests and data normality tests were also used.

5. Teachers' Perception for Evaluation of the Primary School Students With Final Grade

This article was published in the journal, Management Studies, Vol. 12, No. 1, nw in 2024.

In the chapter: Methodology and Methods, the purpose of the research is presented, which was to find out what the teachers' perception is about the level of evaluation of students with the final grade. In the section: Research Questions and Hypotheses, 5 questions and 5 hypotheses are presented. In the Part: Participants, the data of the participants are presented, where 140 teachers were involved in the quantitative research, while 7 in the qualitative research.

In the section: Research instruments, two instruments are presented: a Likert scale questionnaire with 12 questions and an interview with 5 open questions. Within this part, the reliability of the questionnaire is also presented.

In the section: Data Collection Procedure, the data collection procedures and the period of the research are presented.

In the section: Methods of statistical data analysis, the methods through which reliability testing and hypothesis testing were done are presented.

In the chapter: Research Results, quantitative and qualitative results are presented. Within the quantitative results, the following are presented: Descriptive Results, Correlation Results and Results Related to Hypothesis. In the descriptive results section, frequency results, mean and standard deviation are presented. In the section: Correlation Results, the correlation results between the variables are presented, while in the section: Results Related to Hypothesis, the results of hypothesis testing are presented through parametric tests: ANOVA one way, T-test and Pearson's Correlation Coefficient. In the section: Qualitative Results, the qualitative results obtained from the interviews with teachers are presented.

4.2. Results from the interviews

1. Thoughts on methodological approaches applied in scientific research

The participants involved in the study have expressed that the methodological approaches they use in their empirical studies are different. Their opinion is that the methodological approaches they use in scientific research are usually adapted to the content, the field of study and the goals of the research. In empirical research, the use of different methodological approaches, including qualitative and quantitative ones, ensures consistent and more accurate analysis of research. Therefore, the application of an open approach to mixed methods, innovation in research, as well as the exploration of new methods are more and more frequent in scientific research.

"I believe that for a social science researcher, the methodological approach is essential for the quality and reliability of the research. Also, I think it is important to use a wide range of resources and techniques to collect and analyze data, including advanced statistical methods through advanced software such as: SPSS, NVIVO, etc."

2. The best methodological approaches for data collection

The participants in the study did not have any superlative evaluation of any of the methodological approaches in scientific studies. They agree that there are advantages and disadvantages of methodological approaches, but that there is no perfect approach or methodology. The different methodological approaches are dependent on the nature of the research and the defined goals of the research.

The use of different methodological methods has been more successful and more useful to realize the goals of the research.

"The best approach to data collection is the one that best fits the research questions, and that provides sufficient and qualitative data content to address its hypotheses and objectives. My personal experience has shown that a combination of different methods brings richer and more complete results."

3. The impact of the field of study on the choice of research methodology

Each field of study has its own specifics, therefore the nature of the study must be adapted.

The participants claim that the field of study is important for the implementation of the given approach, but the two main approaches, but also their combination, can be used in almost all fields. The educational field has its specifics and the study of phenomena in this field is very complex, since they are often complicated and complicated, including many different factors that affect the processes and the achievement of results. The choice of research methodology directly depends on the nature of the study topic and the defined goals of the research. The methods used are determined in order to provide an in-depth and appropriate analysis of the subject of the study in accordance with the defined goals of the research.

"The educational context and processes have a significant impact on the way research in this field is organized and carried out. For this reason, research methodologies must be appropriate to reflect this context and to determine the most effective ways to study the phenomena".

4. Application of the criteria in the selection of the certain approach

Participants assert that basic criteria should be applied, depending on what we want to achieve through a study.

In selecting the particular approach for data collection, there are several criteria that are applied to ensure an appropriate and consistent choice, depending on the purpose of the research, its nature and context, available resources, reliability and validity. The choice of the particular approach should have a positive impact on the quality and quantity of data to be collected for the research. The use of these criteria ensures that the methodology used is adapted to the goals and needs of the research.

"In selecting the particular approach for data collection, I apply several criteria such as: compatibility with the purpose of the research, access to data, power to provide accurate and reliable data, and compatibility with available capacities and resources ".

5. Preference for applying the methodological approach during empirical research

The participants have affirmed that they use all approaches in their studies, quantitative, qualitative and mixed approaches. There are justifications for each approach. The reasoning of the participants is that through the quantitative approach, they collect data from representative groups,

which can represent the population, then the presentation of the results is more generalizable. The qualitative approach offers in-depth treatment of the experiences and perceptions of the research subjects. Regarding the combined approach, they claim that it allows them to cover the different experience and viewpoints of the research subjects. While in cases where it is possible to use the qualitative approach, a very good combination of data is made, which completes a study. It is also emphasized that the knowledge gained from the studies have been more oriented towards quantitative studies, sometimes mixed studies, and much less often qualitative studies.

"In empirical research, it is important to mention that the use of a combined approach of methods is also important to ensure a complete and accurate representation of the studied phenomenon. For example, using surveys or observation along with interviewing can provide a broader and deeper understanding."

6. Application of the mixed-methodology approach in research

Participants affirm that, when necessary to determine a rich and broad perspective in their study, they conduct mixed-approach studies. Mixed studies are mainly done in order to fulfill the study, where quantitative and qualitative methods are combined. In these studies, in addition to a survey of participants, a face-to-face interview or a focus group is also organized, and thus the quantitative data is supplemented with qualitative data. This approach allows me to better understand the phenomenon and discover the connections between different factors in a more in-depth way. For me, the integration of interdisciplinary approaches is important to ensure a rich analysis of the study topic.

"The combination of qualitative and quantitative methods involves the use of data collected through methods of a different nature to discover and describe a phenomenon from different perspectives. For example, using interviews to understand the perceptions and experiences of teachers, while using surveys to assess their extent to a wider group".

7. The most frequently applied approach in research so far

The participants affirm that in their studies they used quantitative, qualitative, but also mixed methods. These methods have been implemented, based on the criteria followed and the characteristics of the study.

"In my research so far, the approach I have applied most often is the qualitative approach. The use of qualitative methods such as interviews and focus groups has been an important part of my research methodology".

8. Justification of the definition for this methodological approach

The participants who mainly apply quantitative approaches are justified that these types of studies are more appropriate for the interpretation of the results, while mixed studies are done in cases where a method is difficult to cover the problem, and with the aim of completing the study as best as possible. .

The rationale for choosing the qualitative approach is based on the advantages that this approach offers in including the experiences and perceptions of the research subjects. Some reasons for preferring the qualitative approach are: Interviews and focus groups allow me to understand in detail the views, perceptions and experience of the research subjects, The qualitative approach allows me to explore the topics in detail, With the qualitative approach, I can change and adapt easily to the needs and requirements of the research subjects during the research process.

"In general, the choice of a mixed approach can be advanced in cases where matching a single approach is not possible to address research needs and challenges. The combination of different methods can bring a more complete and rich representation of the studied phenomenon, contributing to a deeper and more complete understanding of the results".

9. Changing the methodological approach in future research

Participants assert that it is important to implement approaches through which they can extract important data. Up to this stage of professional development as well as the review of the world literature in the field of education, it has been found that the methodologies mentioned above have been shown to be more effective in collecting and analyzing data as well as drawing conclusions that address the research questions. Participants who have implemented more pure approaches (quantitative or qualitative), claim that perhaps a little more orientation towards mixed methods is important.

"Based on my experience so far and developments/innovations in my field of study, it would probably be reasonable to change the methodological approach in some aspects of my future research. Eg: more blended

approach, use of innovative methods, use of more advanced data analysis approaches. I am open to changing the methodological approach in my future research in order to provide a richer and more accurate analysis of the study topics."

10. The impact of technology on research methodologies in the field of study

Participants assert that Technology has had a profound impact on research methodologies in their field of study, which is related to education. Technology has made it possible for data to be collected through online research tools. The possibility to use different sources of data. Technology has enabled data analysis to be done through various software, both quantitative data analysis and word grouping in qualitative studies, which make it easier to interpret research results, as well as using technology to presentation of results in a clearer and more understandable way.

"Technology has made it possible to collect data in different ways, such as surveys and online interviews. This has resulted in an acceleration of the data collection process and a reduction in effort and cost for researchers and participants. The use of different software has helped me in the analysis of the relationship between the variables in an easier, faster and more accurate way. Text analysis technologies have made it possible to analyze text on a large scale and quickly, identifying important patterns and themes".

5. Conclusions

Kosovar researchers, in their empirical studies, use different approaches, but if you look at and analyze many works over the years, you can see that the scientific works have mainly been focused on quantitative studies, with rare cases of mixed studies, and very rarely studies with a qualitative approach.

Based on the interviews with the five participants, it can be observed that some of them use qualitative methods in their studies, some of them use quantitative methods, but mainly the studies are oriented towards mixed studies, some of them supplementing quantitative research with a qualitative method, or researchers who use quantitative methods, have begun to use qualitative research methods as a complement to quantitative studies. It is true that quantitative and qualitative studies, when combined, complement each other and eliminate the shortcomings of both approaches.

In general, the participants are open to changing approaches, but their orientation is towards providing important data. A change emphasized by the participants is to use more mixed approaches.

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