

# Doing Qualitative Research in Quantitative Culture: Challenges and Opportunities.

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Investigate the challenges and opportunities faced by qualitative researchers during their data collection stage in the Kingdom of Saudi Arabia (KSA).

A qualitative approach is rarely used in the KSA in general and people are not used to being involved in interviews or observation.

**Objectives;**

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## Literature review:

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Some scientific studies confirm that the published scientific research in education using the qualitative method does not exceed 2% (Atari, 2004; Ababneh, 2018; Atari & Outum, 2019); Contrary to scientific studies that are published in English and use the qualitative method, the percentage sometimes reaches approximately 44% (Devetak, et al., 2010; Gumus, et al., 2018).





## Literature review:

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More than 90% of Master and PhD thesis were used Quantitative methodology, in Arabic countries such as (Egypt, Kuwait, Oman, Jordan and KSA) (Attari, 2004; Badran, 2013; Al-Rumaidi, 2018; Ababneh, 2018; Albeladi, 2022).





## Literature review:

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In the same context, the researcher analyzed 98 Master's theses in the Educational Administration Program at the Islamic University (since 2016 to 2021), and he did not find any theses that used the qualitative approach.

In North America as example, around 38% of PhD thesis published (1998 – 2007) used qualitative research, (Davies et al., 2010).





## Literature review:

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- 01** Out of 93 papers, published (2014 - 2018), in the King Khalid University Journal of Educational Sciences, only 14% papers used qualitative approach, (Al-Ghafiri, 2019).
- 02** Out of 251 papers, published (2010 - 2020), in the Journal of Education and Psychology at the King Saud University, only 1.6% used qualitative approach (Albeladi, 2022).



## Literature review:

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**03** Out of 348 papers published in 10 Arab scientific journals, published (2005 - 2014), specialized in special education, only 0.86% used the qualitative approach (Al-Hanw, 2016b).

**04** Out of 242 papers, published (2005 – 2018), in 6 Arab Journal, and 0% were qualitative. (Atari & Outum, 2019) .



# This research uses qualitative approach, and case study.

Online semi-structured interview (30 to 60 min).

The participants were 8 PhD students.

**Case 1:** study Master and PhD in KSA (N 3)

**Case 2:** study PhD in UK or Australia (N 5)

– 2 studies Master in KSA.

**Methods:**

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## Methods

### Selection for participants:

#### **Purposive**

#### **Criteria:**

- 1 . PhD students or fresh graduated;**
- 2 . Gathered qualitative data in KSA**
- 3 . Study different filed business, education, social studies.**

#### **Data Management:**

**Data were recorded and transcript.**

**Analysed thematically by MAXQDA.**





## Findings:

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### General finding:

- Long time to gathering data,
- Need an assistant
- lack of sufficient books published in Arabic language about qualitative research, in contrast there are huge amount of literature in English language,
- participants confirmed 'self-learning' case 1.



## Findings:

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### **Challenges related to the universities:**

- Universities did not teach any module about qualitative research in HE Programme – Not the case in Western Uni.
- lack of preparation and training for PhD students in KSA
- Faculty member not convinced about qualitative research and refuse to accept this kind of research in Master or PhD thesis.
- lack of expertise and consultants



## Findings:

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### **Challenges related the participants:**

- participants' fear of contributing to research, and sharing information about their roles, and contribute to the subject,
- fear of recording interview
- lack of commitment towards the research,
- gender segregation was also a problem,
- participants asked, “Where is your questionnaire?”



## Findings:

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### **Challenges related the organisation;**

- personal relationship is the key
- unclear procedure to conduct the interview



## Discussion:

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Al-Hanw's study (2016a) concluded that three of the most important obstacles to publishing qualitative research are:

1. researchers' familiarity with the quantitative approach,
2. the preference of editors-in-chief of scientific journals for the quantitative approach
3. postgraduate programs do not focus on teaching and training students about the qualitative curriculum.



## Opportunities:

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1. There are some opportunities to develop Master and PhD programme
2. provided training programme for researchers.
3. Finding a third party that preserves the rights of research participants,
4. writes about qualitative research in Arabic language
5. spreads awareness is necessary.



# Thanks

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