

Research essay examples

[Parts of the World](#), [Africa](#)



The term research refers to a chronological and scientific study into the matter or a topic of interest with a clearly set objective. It is to imply that the topic of study is subjected to a process of rigour and critical look and analysis. With the aim of confirming or disputing if, the theoretical base and foundation is true or null and void. There are different research pattern and approaches relative to the disciplines and fields of interest within the academic arena (Bader, 2005, p. 72). In sociology, the research process is so elaborate following a chronological order from the moment the research topic is identified up to the end when the report identified. This paper will thus articulate the irreducible minimums and steps that ought to be followed by the researcher during a research process in sociology and anthropology. This paper will use the article retrieved from <http://www.cfbt.com/en-GB/Research/Research-library/2014/r-girls-education-in-pastoral-communities-2014>, as the theoretical source upon which to build on the analysis of the discussion.

Firstly, the research topic, question and subsequent statement is formulated. It is to imply that the objectives of the research would then be outlined and stipulated in this part or aspect. For instance, one could focus on the reasons as to why the girls in Sub-Hara Africa have been marginalized for a very long time. The objective of the research would then be centered and focused around this part where the research would decipher the possible reasons as to why, there is marginalization. Secondly, the hypothesis would then be formulated, which would form the theoretical guideline and basis on how the research would proceed. At the very tail ends of the research. It is the hope of the study and research by extension to either confirm as true the

hypothesis or reject it as null and void (Font, Walmsley, Cogotti, McCombes, & Häusler, 2012, p. 1544). For instance, based on the above example, a hypothesis may be formulated, “ Backward cultural practices are the reasons as to why there is girl-child marginalization in Sub-Saharan Africa.” Tentatively, it would be the virtual guideline of how the research would be conducted. It is to say that the study would look into the cultural practices for instances to determine if they are detrimental or not.

Subsequently, there is an elaborate perspective of methodology that is specific within the social sciences, such as sociology and anthropology. The data would then be collected and analyzed promptly using the appropriate methods. In such an example, data would be collected from secondary sources, through observation-ethnography or administering questionnaires to experts on such matters. Tied to this approach is that the data would then be analyzed using the most appropriate techniques. When variation is noted, corrective measures would then be used to streamline the data, such as the ANOVA “ Analysis of Variance” technique (Vickerman, 1997, p. 24).

At this level and step, the findings and the recommendations would then be made so as to table what the research study would have achieved. It is also the stage and step where the hypothesis that was set at the beginning of the study would either be confirmed as true or rejected as null. It is to imply that the research would be concluded on whether the cultural practices are a drawback or not, relative to girl-child welfare in the Sub-Saharan Africa. Conclusively, the research would then be summarized with a leeway or a possible room for future research. The above comes from the fact that it is impossible for a research practice to cover all areas, thus areas that have

not been explored would then be mentioned for the purpose of future and subsequent research.

References

Bader, E. E. (2005). Sustainable research practices in the social sciences, 5(1), 70-77.

Font, X., Walmsley, A., Cogotti, S., McCombes, L., & Häusler, N. (2012).

Corporate social approaches in research perspectives, 33(6), 1544-1553.

Raymond, A. (2014, January 15). Girls' Education in Pastoral Communities.

Retrieve October

29, 2014, from [http://www.cfbt.](http://www.cfbt.com/en-GB/Research/Research-library/2014/r-girls-education-in-pastoral-communities-2014)

[com/en-GB/Research/Research-library/2014/r-girls-education-in-pastoral-communities-2014](http://www.cfbt.com/en-GB/Research/Research-library/2014/r-girls-education-in-pastoral-communities-2014)

Vickerman, R. (1997). Analyzing the concept of research from informed positioned, 31(1), 21-

38.