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# HOW TO BUILD PROBLEMATIC AND FORMULATE HYPOTHESES IN SOCIOLOGICAL RESEARCHES

# كيفية بناء الإشكالية وصياغة الفروض في البحوث الاجتماعية

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**الملخص:**

المنهجية ضرورية في جميع الأبحاث سواء أكانت أبحاثا علمية أو اجتماعية أم تربوية أم قانونية ،....إلخ، كما تعد حاجة علمية لكل باحث حيث توفر الكثير من الجهد والوقت، وتساعد في الوصول للهدف بأيسر الطرق وأفضلها..

ولا يختلف البحث السوسيولوجي عن غيره من البحوث العلمية الأخرى إلا في بعض الجوانب التي تستدعيها خصوصية الظواهر الاجتماعية من حيث التعقيد والتلون بالتصورات المسبقة عنها لذلك فالبحث السوسيولوجي كغيره من البحوث يتبع الخطوات التالية: من اختيار موضوع، تحديد الإشكالية، بناء الفرضيات، اختبار الفرضيات، وتقرير النتائج.

لذا من خلال هذا المقال سنقوم بتوضيح كيفية بناء الإشكالية في البحث الاجتماعي وكذا صياغة الفرضيات وهذا حتى نجعل الباحث ملما بكل ما من شأنه أن يخدم بحثه من خلال توجيهه نحو كيفية بناء الإشكالية وكيفية صياغة الفروض.

**الكلمات المفتاحية:** البحث العلمي، الإشكالية، البناء الإشكالي، مشكلة البحث، الفرضية، صياغة الفروض.

## Abstract:

the methodology is necessary in all kinds of research, whether they are scientific, social, educational or legal researches etc. Likewise, it is considered as a scientific need for every researcher, as it saves a lot of efforts and time, and helps attaining the traced goal in the easiest and best ways.

Further, sociological research differs from other scientific researches only in some aspects that are required by the specificity of social phenomena in terms of complexity and characterisation with preconceptions about them. Therefore, sociological research, like other researches, follows the following steps: From choosing a topic, identifying the problematic, building hypotheses, testing hypotheses and determining the results.

As consequence, we will explain, through this article, how to build the problematic in social research, together with the formulation of hypotheses, in such a way to make the researcher aware of everything that would serve his research by directing him towards the proper way to build the problematic and appropriate manner to formulate hypotheses.

**Key words**: Scientific research; Problematic; Problematic construction; Research problem; Hypothesis; formulation of hypotheses.

## Introduction:

In fact, the process of constructing the problematic poses several methodological difficulties, mainly related to the absence of a certain formula compelling the researcher to ensure application thereof without much difficulty; nonetheless, this fact does not mean the absence of certain conditions that the researcher must adhere to. Subsequently, the construction of the problematic can be made as follows:

- A conclusion of the various readings of studies and references related to the starting question, and exploratory interviews with specialized researchers and experts being closest to the chosen research topic, as well;

- Preliminary observations of the field (should the study be empirical).

Nevertheless, the problem was defined by some researchers as the approach or the theoretical horizon whose adoption was decided to address a problem posed through the starting question, as the researcher may begin his study with only a general idea in his mind or an indistinguishable feeling that there is a problem worthy of research and investigation. As consequence, there is nothing wrong with reformulating the problem as the research progresses and time passes.

Besides, research is not scientific in the proper sense unless the study stands for an abstract subject far from exaggeration and partiality, being completed according to basis, methods, origins and rules, and went through steps and stages, started with a problem and ended with its solution, which represents before and after this the achievement of a mind characterized by flexibility and a broad horizon.

More to the point, for clarification purpose, we ask the following questions:

1. What is the concept of scientific research and what are the steps thereof?
2. How to construct a research problem and what are the considerations that a researcher should take into account when choosing his research problem?
3. What is the hypothesis and what is the source thereof?
4. What is its importance in scientific research?

**Hypotheses**:

- Scientific research is a methodical means of discovery and scientific explanation of phenomena;
- Some steps should be considered while choosing a search issue and at the moment of determining the same;
- It is the hypothesis in the light of the scientific method that leads to the explanation of the study problem;
- Hypotheses are formulated according to the subject nature and the specialization field.

**The purpose of the research**:

- Clarifying the importance of the problematic in scientific research;

- Clarifying the conditions for the formulation of the hypothesis;
- Highlighting the importance and usefulness of hypotheses for scientific research.

## **Firstly**: **The concept of scientific research**:

### **1: Definition**:

It represents an organized attempt to find answers or solutions to questions or problems facing individuals or groups in their locations and walks of lifei

Additionally, it represents the means through which we can reach the truth or set of facts in a given situation, and try to test them in order to ensure their validity in other situations, together with generalizing them for the purpose of reaching the theory, which is the goal of every scientific research2.

Above and beyond, research is considered a methodical means of discovery and scientific and logical explanation of phenomena, trends and problems, which proceeds from hypotheses or presumptions that can be confirmed by ways that achieve our goals, which can be measured by natural or social laws that people refer to, and aim to reach results that fulfil the wishes of the researcher or the research-adopting body, whether such research is theoretical, explanatory or analytical3.

### **2.Steps of scientific research**:

**- Choosing the research field**: The choice of the research field falls on a field related to the researcher's specialization, interest and inclinations[4];

**- Choosing a topic and identifying the problem**: The researcher must determine the subject of his study in precise manner so that the basis of this topic and its elements shall show to be clear in his mind, which makes it easier for him to ask questions and collect appropriate information. However, one of the conditions for choosing a topic is to identify the topic through the completed studies, read everything that has been written about that topic, and see all the references, periodicals and papers thereof. Likewise, one of the conditions for choosing a topic is the inclinations and interest demonstrated by researcher. More and more, the research must be of theoretical or practical importance, and characterized by modernity through starting from where others ended with the intention that he can add something new to human knowledge[5].

**- Hypothesis preparation and testing**: Upon identifying the problem, the stage of hypothesis preparation comes, which is considered a temporary explanation of the phenomenon or problem subject to research, being chosen in the midst of several possible explanations, which shall then be subject to tests. Further, the researcher selects in this stage the appropriate approach to test the validity of hypotheses, which choice is made according to the nature of the research and the nature of the problem. Moreover, he must determine the methods or means of collecting information that suit the approach and the nature of the research subject and the nature of the questions posed. Nonetheless, without collecting appropriate information and without accurately measuring the variables, we will not be able to test hypotheses, and valuable scientific results cannot be attained, accordingly. Likewise, it is known that the research level

depends on the accuracy of the information collected by appropriate means, together with the accuracy of their analysis[6].

## **Secondly**: **How to build a problematic**:

The construction of the problematic is carried out in three phases, namely:

- **The First Period**: Exploiting the exploratory readings and dialogue, identifying the various manifestations associated with the fundamental question (starting question), and illustrating the relationships between these phenomena, as well;
- **The Second Period**: These phenomena are associated with different theoretical orientations. In this case, either the researcher adopts a certain theoretical orientation, or the formulation of another orientation (i.e., another theoretical starting). Further, this endeavour shall not be automatically performed – as considered by this researcher –, but depends on gradualism and opposition between different points of view on the subject or conformity between them;
- **The Third Period**: In which the conceptual framework characterizing the problem shall be clarified.

On the other hand, all these stages are interrelated and interconnected with each other, so even if they are illustrated in this way, a novice researcher can overcome the difficulty of setting the appropriate problem only by training and practice on the right and wrong method, along with the assistance of researchers with wide experiences. Consequently, in-depth readings, exploratory dialogue, and preliminary observations, as well, of the field have shown to be important processes that should be properly summarized by the researcher through which he can illustrate some precise questions starting from the first fundamental question, as well as in-depth readings. More to the point, all this process enables the researcher to limit the theoretical start of the problem, such as relying on functional theory if required by the research or constructivism and other theories according to the study's field of knowledge, in addition to the desire of the researcher to do so. Hence, highlighting the problem to be clearly studied in the first place has shown to be more important in the problem, the fact of which is only possible through prior readings, whether through specialized references or scientific research and serious studies. Further, these readings are then placed in a certain theoretical and conceptual framework, ending with the raising of precise fundamental questions that pave the way for the development of hypotheses.

More to the point, it is alike necessary to extract the theoretical frameworks and basic approaches related to the subject of study and put the problematic in the theoretical and approaches framework chosen by the researcher. Besides, at the time of building a research problem, it is advisable for the researcher to present the various theoretical frameworks in which the problem can be incorporated, as well as the different approaches through which the topic can be addressed; afterwards, explain the framework or theoretical frameworks that he has chosen, and the appropriate approach for his study, as well.

In addition to editing the problem in a scientific way, free from value judgments, aesthetic or figurative literary style, using the language of the cognitive and scientific

branch within which this study is conducted. Nevertheless, the questions of the problematic (essence of the problematic) are raised in the end. Additionally, attention should also be drawn to the importance of using scientific concepts related to the research subject, which will necessarily reflect the cognitive and theoretical position of the researcher.

**1.Concept of the research problem**:

They are questions that circulate in the researcher mind, through his sense of the existence of a phenomenon, ambiguity or some defect in a specific part of the activities of society and its various institutions, and that he is endeavouring to clarify and study a specific aspect thereof[7].

Similarly, it stands for a question or some vague questions that may be circulating in the mind of the researcher in relation to the subject of study that he has chosen with a desire to reach the truth[8].

Furthermore, a research problem is defined as a topic surrounded by ambiguity, or as a phenomenon in need of explanation. Above and beyond, it may sometimes include a main problem that contains sub-problems that need to be solved[9].

Nonetheless, with regards to the problematic, it represents a theoretical accountability of the reality or phenomenon that the researcher wants to study. In this respect, the problematic works to give the research problem an audit that appears through the concepts that the researcher resorts to in order to bypass through which the common sense terms and not get lost in the labyrinths and random directions of the subject[10].

For instance, if we take a research in sociology, we can say that the problem posed for study is given, but the problematic is constructed by resorting to sociological concepts.

- The problematic, then, is the transition from the given issue, i.e., the problem of research (sociological) to the premises (sociological);

- As a result, the problematic arises from a set of precise questions about one of the social phenomena through which the researcher endeavours to find the causal relationship between two or more variables.

In addition, it is considered a mysterious situation that worries the researcher, and generates a desire to reveal this mystery, as the researcher faces, in his interaction with his environment, in his daily and working life, his experiences and the activities he carries out, a fertile source to provide him with problems, provided that he has a set of elements represented by the following: Criticism, enthusiasm, persistence and motivation, objectivity and desire to identify the causes and factors that lead to these problems[11].

**2.Difference between the Problem and the Problematic**:

- **The Problem**: It stands for a social phenomenon, it is interest and curiosity. One of its characteristics: It is felt by all people like the phenomenon of violence in stadiums;

- **The Problematic**: It stands for the researcher's feeling of that problem; it is the result of processing what exists around the phenomenon, processing means building.

**3.Source of the Problem**:

Noticeably, the frequent access to previous studies provides information that poses the researcher many problems he wants to research, and through previous studies and scientific research, as well, that the researcher encounters, thus he shall have a desire to study problems that have yet to be exposed to those studies in order to add new information to scientific research[12].

Daily practical experiences: Competencies and experiences raise questions for the researcher about some things that he has yet to find an explanation for, which reflect problems for both the research and the study. Besides, the problem chosen by the researcher himself in light of his practical experience is often of great importance to the researcher[13].

**4.How to formulate a research problem**:

Actually, the research problem can be formulated through asking a set of questions and answering them in objective manner, since they can be represented as follows[14]:

- Does the problem overwhelm the researcher's attention? Does it fit in with his desire for this kind of topic? Is there any a self−motivation?

Since desire, interest and motivation are an important factor for the maturation of the idea, the completion of research requirements and obtaining good results.

- Are the necessary information and resources available about the problem? In other words, is the problem searchable?

Unquestionably, it is a mistake to choose an indefinite general topic that has a wide scope, forgetting that such topics are much larger than their capabilities and potential, who will then fail to present his research at a good level. For that reason, the researcher should choose a more specific and less extensive topic with the desire and motivation to conduct researches therein and achieve good results accordingly[15].

A research problem can be formulated by the following methodological steps:

1)Reading general books to check on the dimensions or basic elements of the general topic, the fact of which is called the exploratory study that allows the social researcher to conduct a preliminary study on the research community, thus allowing him to acquire new ideas and attitudes that benefit the researcher in modifying and enriching the problematic and hypotheses.

2)Taking one of these basic elements, together with justifying this choice and then formulating the general question;

3)Reading specialized and subject-specific books for two specific points:

A- Determination of what has been processed;

B- Detection of problems and gaps from researches.

4) Submitting a question for justified research according to the existing gaps.
In virtue of which, and in order for the problem to be searchable, the following conditions must be met[16]:

- The formulation of the problem should be a clear question in the sense of either being in a news or interrogative form. Likewise, the problem must be valid for research, i.e. information about it can be subject to collection and analysis, and the terms included in the problem should be defined in order to avoid lack of clarity or overlap;
- The existence of a relationship between two or more variables with determination of the society represented by the problem, whereat the researcher must clearly identify all the main variables in the research problem. Besides, the more the number of variables, the more complex the problem becomes and the more its formulation is difficult. Therefore, it is better not to exceed four variables;

- The problem should be searchable, which can be studied by collecting and analyzing information.

**5.The problematic conditions**:
Amongst the conditions for the formulation of the problematic, there are:

- The problem should be searchable and testable, and within the specialization framework, because this helps him to have a good knowledge of the aspects and dimensions of the problem, which can then be addressed;
- The researcher's sense and feeling of the problem, together with his interest and desire to study the same;
- The scientific value and significance of the research topic;
- The choice of a topic that is characterized by originality, and has scientific connotations, with the possibility of generation of its results;
- The choice of the research and identification of the problem within the limits of the available material and time possibilities;
- The availability of sources, scientific references and required information[17];
- The formulation thereof should be made with a verbal reporting statement, a question or more[18];
- Being expressive of the problem and valid for the research, i.e., information pertaining thereto can be subject to collection and analysis[19];
- The definition of terms incorporated in the problem accurately to avoid lack of clarity or overlap;

- The problem should be a relationship between two or more variables with all the main variables clearly identified in the research problem, and the community should be clearly identified;
- Being of scientific and practical value, i.e., being important from a scientific point of view, for society, or both.

**6.The most important points to be avoided by the researcher**:

- Staying away from conflicting opinions about the problem;
- Isolation of ideas that are far from the research topic;
- Use of sociological terms (they should be rich in specialized terms in respect such as Organization, Conflict, etc.);
- Staying away from talking a lot, and adhering to the sequence of thoughts.
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## **Thirdly**: **Formulation of hypothesis**:

Indeed, one of the most important methodological stages when planning research in the Social Sciences is the stage of formulating hypotheses and testing their correctness or error.

If truth to be told, a hypothesis or hypothesis is usually determined by the a priori answer that needs to be confirmed or denied by field or experiment. Hence, the hypothesis aims to build a relationship between certain facts so that their role is similar to the railway in directing the train route. Besides, the hypothesis guides the researcher towards the methodological model that is adopted for the field study, the type of information to be collected, and the quality of the information collection techniques, as well. As consequence, the construction of hypotheses is a very important and delicate stage that the researcher must comprehensively take care of.

**1.Sources of the hypothesis**:

The essential question that arises is: Where are the research hypotheses derived from? In effect, many methodologists believe that the questions that guide the researcher to build hypotheses are usually inspired by various observations about the lived reality. Nonetheless, the first inventors of the vaccine were able to do so proceeding from the observation of the dangerous diseases that were killing individuals at that time.

More to the point, the sum of knowledge accumulated through previous research has shown to be another source that can be of assistance to build hypotheses. Nonetheless, the social sciences impose on the researcher more thorough in constructing hypotheses due to the specificity of their subject; accordingly, the minimum conditions must be met for their construction, which are:

- The hypothesis must be clearly and accurately constructed, and the variants thereof carry a clear scientific significance reflecting the field of study. In other words, it is clearly and directly related to the problematic and the variables of the study.

- The hypothesis should be testable and can simulate reality, as it is not reasonable, for instance, to formulate a hypothesis on the basis of an axiom or a postulate, for instance, to say: Marriage is a legitimate relationship between a man and a woman;

- The hypothesis variables must have a dependent relationship, and it is not possible to conceive a hypothesis without a relationship between its concepts, accordingly, except in the case of developing hypotheses with one variable and for exploratory studies;

- The hypotheses should be based on facts that can be examined and information collected about the same, i.e., the hypothesis should carry a certain specificity that guides the research;

- The hypothesis should be based on a cognitive framework, i.e., it is not independent of the previous scientific heritage from its existence, in other words, it reflects the theoretical and comparative framework chosen by the researcher. Nonetheless, if the researcher chooses a diagnostic study, the hypotheses should be built in the same direction;

- In a consequence, the hypothesis in the social sciences is considered important and methodologically oriented for each research, which makes it receive the necessary attention and strict control.

In fact, the researcher is not forced to develop a large number of hypotheses, but this remains related to the nature of his research (objectives of the study), which imposes on him a certain number of hypotheses, in addition to evaluating the methodological means available to him to test them, in such a manner that it does not make sense, for instance, for a novice researcher at a certain level of research to build his research on the basis of three or four hypotheses, whilst he knows in advance that methodological and applied means are not available to him.

In light of which, it is possible to ask: What are the technical and methodological tools that a researcher should use in constructing hypotheses?

The type and characteristics of hypotheses and the identification of variables impose a certain methodological model for testing the same. Consequently, it is necessary to accurately determine the variables of the hypothesis, and determine the nature of the relationship expected to be confirmed or denied, as well, which enables the researcher to imagine the nature of the methodological model to be formulated.

For this purpose; we demonstrate the applied example hereunder:

Indeed, the example of the following experimental hypothesis will further clarify the matter: Cold water positively affects fever. However, this hypothesis directs us to develop a clear experimental methodology, which is the preparation of cold water (with the determination of cooling levels), as well as people with fever, and we carry out the experiments. For that reason, the information to be collected are alike clear, and the same applies for other hypotheses. Above and beyond, we mean by the methodological apparatus here the method(s) and the necessary techniques for

collecting information, so that after setting hypotheses and determining their variables, the researcher asks the following question: What is the appropriate method(s) to test these hypotheses? And what techniques are necessary for that?

**2.Definition of the hypothesis**:

**The scientific hypothesis**: The hypothesis represents a temporary solution or a temporary explanation put by the researcher to solve his research problem, which alike stands for a possible answer to the most important questions raised in the problematic. However, if we assume that there is a relationship between intelligence and academic achievement of the Primary School students, this assumption shows us the relationship between two variables, which are: intelligence and academic achievement; nonetheless, this relationship may be direct; in other words, the higher the level of intelligence of students, the higher their academic achievement, or it may be an inverse relationship, i.e., an increase in one variable is accompanied by a decrease in the other variable.

Besides, hypotheses represent a relationship between two variables, an independent variable and a dependent variable[20].

The hypothesis is considered an initial presumption by which the researcher infers to find a relationship between two or more variables, whilst the hypothesis is not considered a judgment at all unless upon confirmation thereof.

Further, it is an explanatory trend adopted by the researcher.

In the light of the fact set out above, it is clear that scientific hypotheses are considered as possible answers to research questions, i.e., they are not certain answers, but speculative answers that need to be proved or denied, in other words, they represent a phrase formulated in a measurable way, predicting the existence of a relationship between at least two variables.

**The systematic definition**: It represents the relationship between the independent variable and the dependent one.

The independent variable is called the interpreter, whilst the dependent variable is called the interpreted.

**3.Conditions for the formulation of a scientific hypothesis**:

Frequently, it is difficult for a researcher to put a sound hypothesis because this requires factors that affect the formulation of the latter from intelligence, accuracy, deep knowledge and the ability of the researcher to imagine. However, with regards to the formulation conditions of the hypothesis, they are listed hereunder[21]:

1. It should be of sound and clear wording;
2. It should be concise, specific and precise;
3. It should be measurable and empirically testable so that the researcher can design his experiment and take scientific actions for verification purpose of the hypothesis validity;
4. It should not include prejudices and value judgments;

5. The relationship between two variables should include confirmation or negation.

**4.Benefits of scientific hypotheses**:

The most important of these benefits can be identified as follows[22]:

- It alike increases the researcher's ability to understand the studied problem or phenomenon and accurately determine the dimensions thereof. Subsequently, he can study the same, analyze the relationships between the variables and the constituent elements of this problem, interpret their relationships with each other, and stay away from all information that has nothing to do with the subject of research.

- It represents a fundamental base for the subject of scientific research and determines its course by directing the researcher to collect certain data and information related to the hypotheses, that have been developed for the purpose of testing them and then accepting or rejecting the same according to the recognized scientific principles and principles;

- As an intellectual tool and a scientific means by which a researcher can obtain facts that motivate other researchers to more new researches, the hypothesis leads to the expansion of knowledge;

- Through providing theoretical explanations and perceptions of the relationships between independent and dependent factors, as it helps to determine the appropriate methods for testing possible relationships between two or more factors;

- Hypotheses contribute to determining the appropriate research approaches and methods for the subject of study, which helps to choose hypotheses;

- The hypothesis helps to organizing and illustrating the results in a meaningful way, the hypothesis is a preliminary explanation of a certain phenomenon and it retains the character of speculation until we direct the appropriate facts supporting the same;

- It organizes the information collection process and avoids randomness by collecting unnecessary and useless data.

**5.Characteristics of scientific hypotheses**:

Essentially, good hypotheses should be characterized by a number of features and characteristics[23]:

- The hypothesis ability to find a solution to the problem;
- The hypotheses simplicity and clarity, avoiding complexities and formulating easy understandable phrases;
- Being far from the possibilities of personal partiality of the researcher;
- Verifiability and measurability thereof;
- Being in line with the research objectives and give a clear answer to a specific problem.

Unquestionably, the assignments are not limited to field research only, but alike go beyond it to researches with a historical approach that require extrapolating sources and reaching the required conclusions. On the other hand, not all scientific researches

need a hypothesis or hypotheses, for instance, descriptive research does not need a hypothesis when the research is devoted to researching a phenomenon in society, but in case it is devoted to explain a phenomenon of a relationship between variables, we need a hypothesis, because the hypothesis allows testing and confirms the validity of the experiment[24].

Besides, there are many sources of the hypothesis, conceivably the most important sources of the hypothesis are those listed hereinafter:

1. The hypothesis may be an intuition or a presumption;
2. The hypothesis may be the result of personal experiments or observations;
3. The hypothesis may be a deduction from scientific theories;
4. The hypothesis may be built on the basis of logic;
5. The hypothesis may be made through using the results of previous studies by the researcher.

**6.Types of hypotheses**:

The general hypothesis: It represents the starting point of the researcher.

**- Single-variable hypotheses**: They are those that focus on one phenomenon in order to predict its development, and they are those being composed of one variable, and this type is suitable for descriptive exploratory studies, in respect such as studying the development of the phenomenon of poverty in Algeria.

For Example: The level of poverty in the Algerian society has significantly increased since the last decade.

**- Two-variable hypotheses**: They are composed of two variables, one independent and the other dependent. However, the Independent carries values through which we try to explain the relationship existing with the other variable; as for the Dependent one, its values follow the values of the independent variable in case of confirming the existence of a relationship between them, which are hypotheses that aim to explain phenomena[25].

- For Example: The higher the educational level of a mother, the more she uses scientific knowledge in raising her children.

Independent variable..... Dependent variable

In this type of hypothesis, we find that the first phenomenon changes with the change of the other phenomenon.

**- Complex or multivariate hypotheses**: Which carry more than two variables and are used by the researcher when he wants to understand the relationship between more than two variables.

Example: The higher educational level of the mother and her income level raises the type of her living conditions and the living conditions of her children.

For further understanding of the hypothesis, we take a general example among the examples hereunder:

When he studied the phenomenon of suicide in the French society, the study of Emile Durkheim was not centred on knowing the causes of suicide, but the factors and

reasons that led to the spread of this phenomenon in French society. In virtue of which, among his findings is that the civil status has an impact on suicide.
Suicide ..... Dependent variable Civil status ..... Independent

## **Conclusion**:

In light of the facts set out above, we come to conclude that writing the problematic is one of the most important difficulties that novice researchers face, as the difficulties lie in two main aspects:
One of those difficulties is that they are trying to write the problematic without prior knowledge of the existing knowledge accumulation about the phenomenon in question, and without prior knowledge of the reality of the phenomenon in the field.
Secondly, they lack the scientific language and text editing techniques, the fact of which is due to the absence of constant attempts at writing, as researchers hasten to prepare the text, they do not pay attention to the distinction between the creation of the researcher's perception, and the creation based on scientific and field information. Consequently, writing of the problem is done after the completion of the initial bibliographic survey and the initial field survey, as it is not possible, without them, to write an acceptable problematic, since the problematic is the expression of the problem in its general framework and then in the special framework thereof. Further, the special framework is the one that makes it a scientifically established problematic. Moreover, even the preliminary questions asked by the researcher are just questions to start looking for the problematic questions, in the sense that the researcher does not find the questions ready-made, but he is the one who builds them, and they are accordingly considered his production, as many of the problems are problematic only for their owner, because he formulated them, and they previously seemed to be general issues that do not raise any problematic question only after making enquiries about their reflection through theoretical and field data.
As for building the hypothesis in a scientific and practical way, it must be performed according to scientific and field data through the preliminary survey, as the hypothesis is, without the same, nothing but a naive perception that does not differ from the daily perceptions of individuals. Further, we can identify potential possibilities, through the accumulation of knowledge, in the scientific framework in which the study is located, as well as identify the previously tested hypotheses, as we avoid the repetition thereof, and new possibilities appear to be hypotheses at the same time.

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