Controlling Standards in Building a Typical Problem in Sociological Research

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Abstract:

This study aims to highlight the problem that must be structured and sequenced in its construction's stages as the theoretical and reference perception of the topic. As a result, the researcher must become familiar with the complementary components of it in order to attempt to systematically control and formulate them.

Our findings demonstrate that the problem is built, not given and not ready, as novice researchers believe. Moreover, it cannot be dispensed with at any stage of sociological research since it serves as a complementary correlative relationship between them. Besides, disrupting any stage can impede the researcher's access to new and qualitative results.

Keywords: In-depth methodology; sociological research; Problem-building

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INTRODUCTION

Sociological research is a systematic and psychologically structured step in accordance with frameworks appropriate to the various academic stages. In the field of human and social studies, it is of great importance because it has the advantage of allowing its practitioners, whether researchers or institutions, to promote academic progress in our societies. However, this requires that the latter pay close attention in order to exercise the necessary flexibility, clarity and a high degree of objectivity. The scientific fact, in the words of Gaston Bachelard, "must be exposed (at the level of pre-trial judgements), constructed (by reason), and observed (by an investigator or observer within the events)."(Gharib, 2007, p. 35)

What Needs emphasis in this regard is that the evaluation of the subject matter is an urgent methodological requirement at the current time. It is part of the investigation and strongly linked to it as the transition from the supplied problem of (social) research to the sociological building on a conceptual basis through what is known as abstraction.

The importance of this study depends on its core characteristics and its relevance in sociological research. It is an attempt to highlight the role that problem plays in enabling a sociological researcher to build a typical problem and to formulate it in accordance with the correct methodological frameworks. It is one of sociological research's pillars, which requires some kind of intellectual effort. Moreover, it is a focus, which unites the various research sections, from the start-up question to the presentation of the results.

In addition, the study aims at reaching a successful scientific study. This will raise a number of questions about the problem of research, which will address the methods used by researchers and

students and determine the seven stages of research at Raymond Quivy, as well as how to develop the problem in sociological research. This will lead to a shift in the approach to the field of research framing from a monetary framework to an enabling framework-from how it should be researched to how it can be carried out -in order to produce the most prominent techniques for the formulation of research problems.

Thus, this study shows how to build the problem in an epistemological and methodological manner as an important stage in the path of sociological research, with a break with public discourse and value judgements.

According to this logic, this study seeks to answer the main question: How to build a typical problem within the path of sociological research?

To answer the main question, the following sub-questions must be answered:

- What do we mean by building a problem in a sociological search?
- What is the significance of the problem for sociological research?
- What are the methodological standards for building a typical problem in sociological studies?

1. Methodology between mental and procedural stages

If we examine the methodology of sociology as it currently exists at the level of contemporary currents, we can claim that its development has imposed the three stages of proximity, which are also comparable to the stages of sociological research (see figure I):

1.1 Cutting stage(the1st and 2nd stage)

It is a break with common sense or preconceptions; it goes beyond other science because there is no theoretical or intellectual vacuum around us. That is what "Emile Durkheim" has done when he has decimated the subject of suicide from the field of psychology. As a result, subjects in sociology are notgiven but require intellectual, systematic and epistemic effort to crystallize them and give them the social dimension that enables us to study them, in addition to the researcher's independence from his past knowledge.

1.2 Topic construction stage(the 1st , 2nd and 3rd stage)

After the researcher has lost his study, he is trying to build it. His subject is not regarded sociological unless he is removed from the majestic circle to become a network of causal relations by dismantling it into newly linked parts within the framework of the research problem.

1.3 Topic investigation stage(the 5th, 6th and 7th)

After determining the subject matter (first stage), the next stage is obtaining a certain type of information on the subject considered and finding the best way to study it. This is an exploratory role. It is done through exploratory readings and interviews. Our study is concerned with the third stage of problem-building, as shown in the accompanying figure:

Figure N° 1. First stages of scientific research at Quivy & Compenhoud
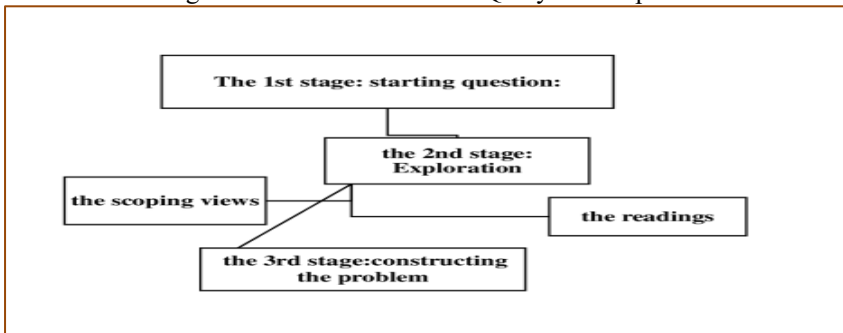
Source: prepared by the researchers

2. Sociological research stages (its path)

Raymond Quivy touched on the path of scientific researchin his book. I addition, the word "path" can be replaced or changed by the word "phases" to describe the concept well. Before we approach the problem-building phase, we have to go back and question the first two stages in detail: the starting question and scoping, as illustrated in the figure. (01).

2.1 The first stage: the starting question

The starting question is the most efficient and effective way for sociologists to determine a certain subject or research project. Scientific research strives to create something new, and innovation in sociological research originates from a sense of question (the stating question), which necessarily means new research. Therefore, "the question of starting determines the horizons and limits of research and avoids the labyrinths that form the result of impossible research." (Quivy & Compenhoud, 1995, p. 21)

The method of starting with a question in the process of sociological research has proven effective for many researchers and sociological theorists. This method is founded on the researcher's diligence in presenting his /her research project in a starting question, through which he /she tries to convey as correctly as possible the idea of research and what he/she aspires to know and understand in it. For that reason, junior researcher should adhere to specific norms and characteristics of the starting question.

In order to function properly, the starting question should have clear, susceptible and appropriate features: (Angers, 1997, p. 83)

- **Clarity:** The question should be precise, concise, well targeted, accurate and short.
- **Implement ability**: The question should be realistic, have the possibility of searching in the field, and have the place of study, time and reference.

- **Appropriate to reality:** to be a real question; to study what is an object and what is existing and not what should be, to understand the phenomena considered, to try to reveal a subject in social reality, not just a descriptive or moral question or a value judgement. For example, does the ineligibility of education programmes lead to school failure?

This stage can be illustrated by this example: when we want to study the impact of the Corona epidemic on the social lives of people and communities. How do we try to study this phenomenon with an appropriate starting question?

For example, according to my daily observations and readings on the phenomenon, I have in mind the following question: Why are some people committed to preventative guidelines and others are not fully committed?

- This question is based on the conditions and criteria previously discussed.
- This question may direct us to a particular topic or even a set of topics from which we choose what suits our objectives and concerns.

2.2 Exploration stage

After formulating the research project in the form of a preliminary question, a certain sort of information on the subject should be gathered, and the best way to deal with it should be identified. This is the role of exploration, which is divided into two parts that are often carried out in parallel through reading, interviewing, or other appropriate methods. Furthermore, exploratory readings are first used to inquire about previously submitted research on the topic and identify the new contribution that the researcher intends to make to such a study. As a result, via his or her readings, he or she can also highlight a perspective that seems more appropriate to the subject matter of his or her research. In addition, the choice of readings also requires the observance of very precise criteria,

including the connection with the initial question, the reasonable size of the research programme, the elements of analysis and interpretation, the different approaches, the availability of time for personal reflection and the exchange of views. Moreover, the readings themselves should be carried out in accordance with a reading network that is compatible with the objectives of the research.

Figure N° 2. The main sources on which the researcher relies at the reading stage
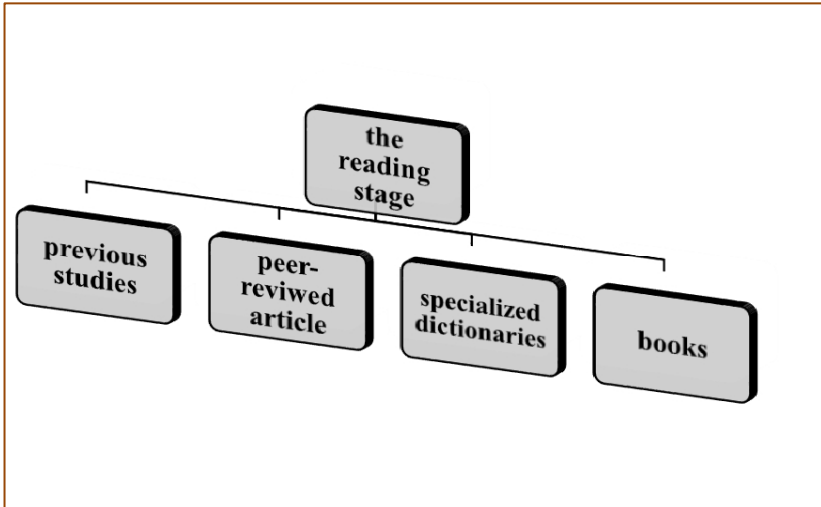
Source: Prepared by the researchers

Exploratory interviews play a useful role in completing readings, and they allow the researcher to be aware of aspects of the case that he may not face during his own reading. However, these interviews can only accomplish this function if the guiding is insignificant because the purpose is not to evaluate the validity of the ideas presented by the researcher, but to envisage what is developing from them. In addition, Exploration is also carried out by conducting preliminary exploratory interviews and consulting with academics and researchers on the subject that they intend to study. Moreover, they can be done with witnesses regarding relevant events and with certain individuals directly involved in the subject matter. If the subject matter is, for example, addiction, interviews should be with addicts.

Thus, the searcher finds several results after undertaking the exploration phase and avoids the mysterious start of the search. It expands his or her knowledge and information on the subject he or her is seeking. It also enables him or her to know what new information he will add to his research as compared to previous research. Thus, he or she has a wide network of information, ideas and statistics on the subject of his research as a result of his or her readings in references and reports. Therefore, these results are very important for the transition to the third stage, which is to build up the problem and define its dimensions more clearly.

3. Controlling the problem of study from intellectual formulation to operational practice in the social sciences
3.1 The Problem and its systematic meaning in sociological research

The problem may be an obvious issue that is practised in research and studies, but from the perspective of science and scientific research, it is an issue that is always a matter of understanding, so what is the problem then? why was it given that name?

"We call the theoretical basis on which to search, the theoretical field in which to understand, or the great theoretical issue that sets the boundaries and nature of understanding a problem." (Ibrahim, 2001, p. 141)

A problem is a major theoretical issue, which is debated and viewed from different angles for clarification and use. The discussion may take place between two theoretical sites within the same problem, between two problems on the same topic, or be concerned with the location of problems between several problems produced by multiple trends and intellectual currents.

The problem is a searcher's approach or perspective, a phase between the cutting and the building. In addition, the problem building

answers the question: how am I going to deal with this phenomenon? It is formed in the stages of exploration and theoretical insight before reaching the particular problem, the good question is directed to good readings. (Quivy & Compenhoud, 1995, pp. 128-129)

In other words, the problem is a theoretical question of reality or a phenomenon that the researcher wants to study. The researcher has made an important step with the problem of in an epistemological act of dissociation with public discourse and pre-censorship. The theoretical framework is a kind of boundary and barrier to common preconceptions, and it borrows a level of abstraction beyond colloquial ideas.

From the above, the problem is considered a focus that generates questions. It is a transition from a realistic form to a theoretical one. However, this transition demands a set of questions, and the latter are developed in a sociological form directed to interrogate reality and eventually arrive at a sociological theory. The problem represented the movement from non-sociology to sociology, which requires skillful work that expresses intellectual activity in a certain way.

3.2 The importance of the problem in sociological research

The importance of the problem is evidenced by the fact that it is a strong platform for research. It prevents the researcher from deviating and distorting value judgements, prejudice, and public discourse. It frames the problem of research by constructing concepts that advance research to scientific status. This is based on an indispensable theoretical structure in any scientific research.

Sociological research takes on its real scale with the problem at hand, and in this case, it has moved away from loss. As the research problem is theoretical in nature, the researcher relies on it to direct the investigation in a specific direction that he or she deems appropriate to encompass the phenomena to be studied.

On the other hand, the problem is the main engine of research and identification for the rest of its parts. Once the researcher controls its problem and properly builds it on what researchers such as Raymond Quivyand Maurice Angers have recommended, he has determined what he wants and what needs to be obtained, and this entails setting the assumptions to be tested on the field as well as the objectives to be achieved. The searcher can therefore find out the direction of his research and the sources of his theoretical and field information.

3.3 Methodological rules in problem building in sociological studies

Problem building is an important component of any sociological research (letters, university theses); it is the basis of any study. Through the problem of research, it is known how much the researcher controls the subject matter of his or her study. Therefore, the problem must be comprehensive in the sense that it contains all concepts (study variables), be specific and be controlled without any ambiguity.

Moreover, the question of the study is clearly in the problem, and the researcher is drafting the text of the problem in which he or she demonstrates his or her perception in a scientific method. The latter is formulated in the theoretical context adopted by the researcher during the second stage (reading stage) after having examined the various specialized books on the subject of the study, as well as the articles and various studies that enrich it and determine the angle of the research through which a new topic is presented.

Besides, we may find studies already carried out on the same subject, but through the problem, a difference can be seen from the particular perception of the researcher and the theoretical context he wants to create. The problem is individual production that varies according to the view of the researcher, "And building it is, first of all,

based on the most relevant or successful theory that will serve the goal of the research" (Lavarde, 2008, p. 101)

It should also be noted that there is no recipe or fixed basis for how to build a problem. However, its construction and editing are linked to the researcher's own developmental preparations through the exploratory stage of readings and interviews, as well as the conceptual machinery that is used in general.

It is noted that there are three balanced steps to developing the problem, each of which is subjective and objective, i.e., tied to the personality of the researcher and an institution. It also depends on his or her choices and commitments to the environment in which research is conceived and produced, such as the university, the laboratory and social demand [...]. These steps are as follows: (Angers, 1997, pp. 97-98)

a. Choosing the study problem

This choice may be based on passing or accurate observations of reality or through the exchange of previous ideas or research, as well as the aspirations of the researcher (knowledge, professional, ideological, etc.).The subject's potential for research can also be added, i.e., pragmatic and creative specifications, as well as research possibilities in terms of time, material resources, specialization, access to references, information and data. In addition to the possibility of relegating the topic from its abstract (conceptual) to a realistic character, which depends on the specifications of the researcher in terms of the research design method, the fragmentation of problems without matching the main problem, i.e., the choice of a theoretical and systematically structured approach.

b. Drafting the study problem

This step is based on the exploration of the literature produced on the subject, which, after analysis, comparison and discussion, elaborates an approach based on the selection of a model study or a synthesis of third - level model studies (explanatory and specialized examples), thus ensuring the integration of research into the scientific community.

c. Identifying and defining of the study's problem

The formulation of any question on the subject must be precise, clear and specific, i.e., the carving out of a part of the truth (with theoretical and factual connotations) for research and via. This central question is based on the fulfilment of the conditions set out by the following questions:

• Why is attention paid to this subject, and what is the point of view involved in the first and second steps? This makes it possible to allocate and establish the causes and supports for selection.
• What are the outcomes of this study? That is, determining the usefulness of the research. The problem of research is the product of an intellectual path and mental activity that will end up interacting with the situation we want to know about.
• What can the study add to the existing information on the subject? Specify the kind of theoretical or methodological knowledge aims [and magnificence].
• What is the best question that the study can ask? That is, the researcher places the problem in the research direction, which means it is the [central unit]with significance in any research.

There are four questions that are beneficial in identifying the problem with great accuracy and clarity, as mentioned by Maurice Angers in his book, which are illustrated in the following form:

Figure N° 3.Problem-building model based on Maurice Angers' perspective
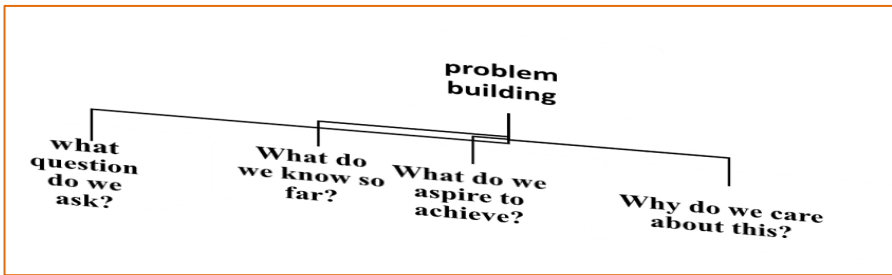
Source: Prepared by the researchers

Such questions are considered key steps in developing the problem, and we can also find them in the stages of scientific study. They are not exclusive to the problem, and the importance of these questions is clear in their support to the researcher, especially the beginner, in overcoming subjectivity and objectivity, as it is the most difficult stage in sociological research.

In order to develop a good and typical problem, the researcher must adhere to a set of elements (conditions) because the problem is a text that must be submitted to the process of transition from public to private. Therefore, the researcher has to highlight, explain and discuss the basic sociological concepts that he sees fit to study his subject matter, and by explaining the related sociological concepts, the researcher has to try to link relationships with each other. This kind of relationship is interpretative (in the sense that a particular concept can explain another concept or a phenomenon).

Besides, the researcher has to strictly adhere to the specialized sociological language and stay away from the literary language, such as description, rugs, and well-known creative enhancements. The searcher also has to move away from value judgements and prejudices, such as all prisoners are evil. On the other hand, they have to move away from predicting what will happen in the future because this is contrary to a fundamental principle of sociology, which should be

studied, but rather what is an object because it is observed and measured.

Finally, the problem is formulated in a brief paragraph by asking the main question and then sub-questions (2 to 3 questions), which are linked to the main one. "In order to guide data gathering, it is the answer to this question that enables the researcher to solve the problem of his study." (Chevrier, 2009, p. 34)

In order to understand the challenges, the researcher presents, they must be able to practice the problem or be able to disclose it within the research. Therefore, we try to provide an applied example of the problem of sociological research by assuming that social research about: Parental and youth authority in the family leads to the following result (Ibrahim, 2001, p. 142)

- What is the problem presented in this outcome?
- What is the problem that formed the basis of the research? Does it draw the theoretical field into which you came to understand? Does it represent the big theoretical issue in the research?

In order to answer these questions, the researcher could assume a societal historical stage in which civil society was moving towards sovereignty. At this stage, family entanglement frameworks were weakening and their role was shrinking, and then civil society was marginalizing, traditional society was changing and family frameworks were regaining their role.

Therefore, a community couple is the problem in this example. It is the theoretical issue that sees the composition of a society as totally and indistinguishable, one traditional and the other modern civilian, and if this problem is not directed at the researcher and sketches the field within which it is understood, it would not have come to this conclusion. Then we see one community, one community structure, and the nature of one community structure, where the

traditional conversation and the traditional conversation into a different outcome are based on a different understanding of the same subject.(Ibrahim, 2001, p. 145)

The problem-building process also poses several methodological difficulties and operational errors with which a researcher may have to deal with a subject, such as not moving from the public to the private and what is known as problem stereotyping, as well as the omission of the use of the specialized language (sociological) in the formulation of the problem. This is what Moor indicated when he said, "The problem must be formulated in clear, specific, and specialized terms." (Zebari, 2011, p. 99)

It should be noted that a very important point with regard to a problematic question or questions should not be a limited question that is likely to be answered with yes or no. A good question gives a good opportunity for psychological analysis and a closed question from the beginning does not provide an opportunity for an expansion of the psychological analysis.(Qasimi, 2017, p. 36) For further clarification, another example can be given: Does the family affect the performance of women's functions? What are the social and family factors affecting women's performance of their functions?

It may be useful to recall that a lack of personal effort on the part of the researcher to formulate the problem of his or her research as a result of the unexpanded readings on the subject. In addition, the absence of a sociological approach that reflects his concepts and indicators in the problem, or the failure to state the subject matter in question in the special section.

Conclusion

Finally, it can be said that building the problem is not easy because it requires the researcher to be vigilant and have self-control since the main objective of building the problem is to devise what is behind the phenomena and reveal the real problems and the factors that control them, which do not appear directly as with naive ideas.

From the above, it can be said that the problem is a statutory act of creating dissociation with public discourse and value judgements,

and that it is at the foundational stage of research during the initial reading of general and specialized references after the subject matter of the study has been defined. It is a process of building a foundation based on previous readings - not a text that is ready or quoted, but a theoretical intellectual effort by the researcher himself. Therefore, its formulation is a structured intellectual process linked to the question of good questions on the one hand and its skill of focusing and dismantling questions on the other, in other words, the way to express the link between research issues and its underlying hypotheses.

In the context of this, there are three times that fall within the context of problem building. The first is the discussion of the central or fundamental concepts of the subject of the study. The second is the time of conception of a new problem and its integration into a certain theoretical framework, in the sense of building a sociological theory of the subject. Besides, the third, which is the time of clarification of the problem, which contains a strategy that consists of special procedures in the construction of the problem, in the sense that a final form of the problem is developed.

In light of the results of the study, we propose a set of recommendations that we hope will resonate with researchers and those interested in methodological issues in sociology in general. This is done by drawing attention to research in the field of methodological science and by approaching its subjects with modern approaches, thus going beyond a critical theoretical perspective to an approach based on an applied perspective that shows the functional aspect of research methodology to promote scientific research. Besides focusing on the qualitative dimension of university research rather than the temporal dimension. In addition, students and researchers are required to attend correspondence sessions, discussions and university dissertations as part of the orientation courses. Finally, the best methodological means for the searcher to control the methodological steps is to carry out checks on each step

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