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## Barriers to Qualitative Research in Quantitative Culture

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As we witness global research trends in psychology, there is a highly dynamic development and modernization in the overall methodologies and designs. However, in Pakistan qualitative research seems to have been dealt with a conservative approach. Published scientific research in education using qualitative methodology does not exceed 2% (Albeladi, 2022; Atari & Qutum, 2019). Researchers are comfortable to take the familiar route of quantitative research due to some reasons, the first and most obvious one being the reluctance to adapt a new approach which is not statistical and numerical. Researchers are intimidated by the idea of uncertainty about how the research will turn out, which is the very strength of qualitative research. This issue can be pinned down on the lack of qualitative research trainings and curriculum.

Particularly, Pakistan has no certain data on Qualitative studies in education, they are considered out of fashion, tough and lengthy. Another general perception about qualitative research is that its complex and requires more time and effort during data collection which is followed by the hefty process of transcription. One of the barriers is the misperception of potential subjectivity associated with qualitative research. It is conceived that since the researcher makes primary observations and decisions in qualitative research, there is a high chance of biasness from the researcher. Faculty members and research supervisors are not convinced about the importance of Qualitative methods simply because it is a different and unconventional pathway of conducting scientific research.

Despite of all the barriers, scholars who do take down the quali-road face myriad of challenges where participants have apprehensions and hesitations regarding sharing their personal experiences and getting them audio-taped for record. The roots of quantitative research are so deeply engraved in Pakistani research culture that it is considered mandatory to have a structured questionnaire in order to conduct research which points out serious lack of education in this area. All Pakistani higher Education Institutions do not offer training programs of faculty and students. Also, post graduate programs in Pakistan do not have qualitative curriculum which explains why researchers are unclear about the procedures in conduction of Qualitative research.

All these factors including Journals' preference towards publishing quantitative research interplay in painting a big picture where this entire research culture ends up entertaining sweet and simple quantitative research, this inevitably leaves us in a situation where we are not thinking out of the box. Spreading awareness about the qualitative methods is the key to solving this process.

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All in all, we need to step out of our comfort zones and embrace this trend of conducting qualitative research. It's about the time that we start experimenting with new approaches even if it's just out of curiosity to learn something different. Universities and Faculty members should facilitate hands-on learning programs and trainings on qualitative research. Adding a qualitative curriculum in the post-graduate scheme of study and providing researchers with all the necessary soft skills can lead to sophisticated and productive qualitative research.

### **References**

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