

DESIGNING THEORETICAL AND CONCEPTUAL FRAMEWORKS

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Abstract

The key argument of this paper is that both conceptual and theoretical frameworks serve different purposes and they are different-- conceptually, methodologically and with regard to the scope of their application. Conceptual framework is the researcher's idea on how the research problem will have to be explored. This is founded on the theoretical framework, which lies on a much broader scale of resolution. Theoretical frame describes a broader relationship between things. The conceptual framework is much more specific in defining this relationship. Concepts come first, conceptual framework second, theory third and theoretical framework last. There is distinction between areas of research that typically follow deductive versus inductive approaches. The author bicker that whereas a deductive approach to literature review typically makes use of theories and theoretical frameworks, the inductive approach tends to lead to the development of a conceptual framework. Anthropological researches are usually inductive generalized to general conclusions of theories hence in anthropological researches theoretical framework may not be explicitly articulated since qualitative inquiry typically is often oriented toward grounded theory development. Sociological researches are also inductive, but this doesn't mean that it should not use deduction. Deductive reasoning research makes use of a pre-existing theory or theoretical framework but inductive reasoning researches as in anthropology and sociology tends to be theory-building, hence, designing conceptual framework may be the best strategy in these two disciplines.

(Keywords: gate keeping, ontological, paradigm wars, multiple operationalism, ethnographic)

Prelude

In the pursuit of knowledge embed with human lives, society and other quarters, research is principally a unique process of movement. Kothari (2006) says that research is the search for knowledge through objective and systematic method of finding solution to a problem. It is essentially a technique of critically thinking by defining and redefining problems, designing theoretical and conceptual frames, formulating hypothesis, collecting, organizing and evaluating data, making inferences and making conclusions. Social science researches are more subjective in nature because different peoples have different opinions and perceptions on different events and experiences. Different peoples, watching the same event are likely to develop different interpretations of the event. Depending on the *lenses* each one is *wearing* in viewing the event, they would each have a different *view* and *interpretation* of the event. Each person's view-point, interpretation (point of reference), is his/her conceptual and theoretical framework in a research. The conceptual and theoretical framework is the core of every research project which resolves how a given researcher formulates research problem, proceeds into investigating the problem, and what meaning s/he attaches to the data accumulating from investigation. For example, suppose, two researchers are working on the topic: *Vagrant Kids* (Street children) in Pokhara sub-metropolitan city. The first researcher may be interested in finding out the psychological factors and consequences related to living on the streets, with respect to the children living away

from parental supervision. He may locate his study within developmental and cognitive psychological thoughts and theories located within the psychological frame of reference. The second researcher may wonder about the cultural and sociological socio-economic factors prior to, and during, the time a street child finds himself on streets. Thus, in the development of research problem, his/her review of literature and everything focus on the broad areas of cultural and sociological socio-economic factors. Literature review may be also located within the theories and empirical findings related to social relations amongst kids' living on streets, parental structure and social -economic relations. These two cases on the same topic may diverge in many respects than they are similar –from problem statements and research questions to their findings, conclusions and recommendations. The main reason for this is that they each come across at the circumstances of the same *street children* from different points of view or theoretical / conceptual frameworks.

Objective

The key objective of this paper is to explore the terms: *theoretical* and *conceptual* frameworks, with a view to flaking light on their meanings and differences, within the context of research in anthropology and sociology with references to purpose, methodology and scope of application.

Comprehension of Key Concepts

Theory, concept and research framework are imperative parts of research hence it is necessary to define *theory*, *concept* and *research framework* which will help decode conceptual differences that exist among these terms. Research is guided by theory. Without theory research would lack direction – and this explains why in every research, one is expected to present one's theoretical framework. However, whereas theory directs systematic 'controlled, empirical' research, the place of theory in 'less-controlled' and 'non-empirical' types of research could be conceptually different (Liehr and Smith 1999). In fact, most generative research is conceptually different from research based on hypothesis-testing or hypothetico-deductive reasoning. In effect, most generative research often seeks to develop theories that are grounded in the data collected and arising from discovering what is really going on in the field (Liehr and Smith 1999).

Theory

Theory guides the research, while, on the other hand, practice enables testing of theory and generate questions for research. Research contributes to theory-building and selecting practice guidelines. Theories may be classified as *grand*, *middle range* or juts as *concepts* (Smith 2008). Middle range theories are seen as bigger than individual concepts, but narrower in scope than grand theories and are composed of a limited number of concepts that relate to a limited aspect of the real world. The concepts and propositions of middle range theories are empirically measurable (Smith and Liehr 1999). Grand theories are seen as broadest in scope, less abstract than conceptual models, but comprising concepts which are, nonetheless, still relatively abstract and general. However, the relationships of the concepts in grand theories cannot be tested empirically because they are, still, too general– sometimes even consisting of sub-theories. It is held that the defining attribute of a scientific theory is that it makes falsifiable or testable predictions - the relevance and specificity of which determine how potentially practical the theory is.

Concept

Meanings/interpretations of concepts are largely influenced by their context. However, defining concepts is not a naive exercise. Concepts reflect theoretical concerns and ideological conflicts. Definitions of concepts have their defenders and critics. Nonetheless, be this as it may, Liehr and Smith (1999) has ventured to give a definition of a concept as an image or symbolic

representation of an abstract idea. Chinn and Kramer (1999) see concepts as the components of theory which convey the abstract ideas within a theory because it is a complex mental formulation of experience.

Research Framework

A framework for research is a structure that provides guidance for the researcher as study questions are fine tuned, methods for measuring variables are selected and analyses are planned (Liehr and Smith 1999). Once data are collected and analyzed, the framework is used as a mirror to check whether the findings concur with the framework or whether there are some discrepancies; where discrepancies exist, a question is asked as to whether or not the framework can be used to elucidate them. This is what constitutes a *conceptual* or *theoretical* framework – that is, the precise perspective which a researcher uses to explore, interpret or explain events or behavior of the subjects deliberated.

Differences between Conceptual and Theoretical Frameworks

The theoretical framework is almost always confused with conceptual framework of the study. But these two are different. A conceptual framework is the researcher's idea on how the research problem will have to be explored. This is founded on the theoretical framework, which lies on a much broader scale of resolution. The theoretical framework dwells on time tested theories that embody the findings of numerous investigations on how phenomena occur. Theoretical frame differs from conceptual frame in terms of scope. Theoretical frame illustrate a broader relationship between things based on theories. On the other hand conceptual framework is much more specific in defining this relationship. The conceptual framework specifies the variables that will have to be investigated in the investigation. Concepts and general ideas are used to synthesize a theory. Without concepts, a theory cannot subsist. Theory is used to prove a *thesis*. Metaphorically, concepts form the bricks; the conceptual framework serves as the mortar between the bricks; theory makes use of bricks and mortar; the theoretical framework is architectural arrangement of bricks and mortar and will be the column which sustains whole thesis. Concepts come first, conceptual framework second, theory third and theoretical framework last.

The theoretical framework provides a general representation of relationships between things in a given phenomenon. The conceptual framework, on the other hand, embodies the specific direction by which the research will have to be undertaken. Statistically speaking, the conceptual framework describes the relationship between specific variables identified in study. It also outlines the input, process and output of the whole investigation. The conceptual framework is also called the *research paradigm*.

In a conceptual framework researcher came up with a fusion of concepts and perspectives drawn from many sources. This is what makes a 'conceptual' framework, and what differentiates it from a theoretical framework. Reviewing literature is the preeminent way to come up with one's own set of theoretical and conceptual framework. It is indispensable to look for gaps in knowledge and identify what questions need to be answered or what problems need to be addressed to give solutions.

Purpose of Theoretical Framework

The theoretical framework dwell on time tested theories that symbolize the findings of numerous investigations on how phenomena transpire. The theoretical framework offers a general representation of relationships between things in a given phenomenon. It explains the application of a theory, or a set of concepts drawn from one and the same theory, to offer an explanation of an event, or put light on a particular phenomenon or research problem. As a structure of the

study, theoretical framework can hold or support a theory of a research work. It presents the theory which explicate why the problem under study exists. Thus, the theoretical framework is but a theory that serves as a basis for conducting research. Various purposes of theoretical framework are: *It assist the researcher see clearly the variables of study; it can endow with a general framework for data analysis; it is crucial in doing a research study using descriptive and experimental methods.*

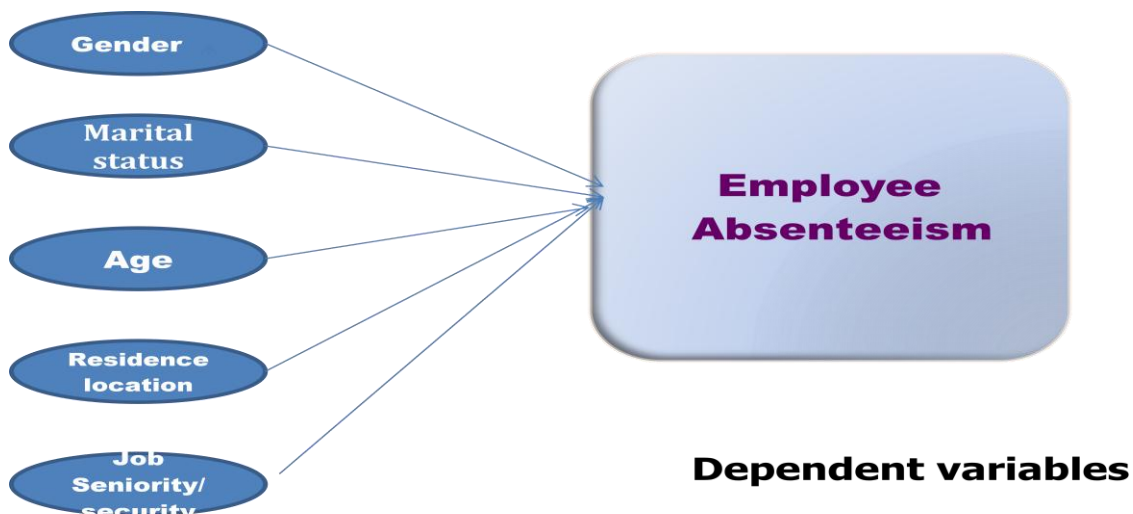
Example of Theoretical Framework on Nepalese Media

Theory on **media as an institution** takes into account all forces that affect media's performance in Nepal. Theoretical framework examines media organizations, with references to *selection, gate keeping, news selection and reportage of news* in leading Nepalese dailies and newscasts.

Purpose of Conceptual Framework

A conceptual frame is the researcher's idea *founded on the theoretical framework* on how the research problem will have to be explored. It lies on a much broader scale of resolution signifying the specific direction by which the research will have to be undertaken. It describes the *relationship between specific variables* identified in the study outlining the input, process and output of the whole study. The conceptual frame is much more precise and specific in *defining relationship*. It specifies the variables that will have to be explored in investigation. The variables make clear the kind of statistical treatment that will have to be used to analyze the relationship. Conceptual frame possess *ontological, epistemological, and methodological* assumptions, and each concept within a conceptual framework plays an ontological or epistemological role. Ontological assumptions relate to knowledge of *way things are, the nature of reality, real existence, and real action*. For example if employee absenteeism in offices is the dependent variable of study, the independent variables having effects on absenteeism could be age, gender, marital status, seniority/security and place of residence of employees. We use these independent variables to explain the variance in employee absenteeism in suppose government offices.

Figure 3: Example of Conceptual Frame on Employee Absenteeism



Independent Variables

Based on foregoing examples, how should the conceptual framework formulated?

1. *Identify and specify the variables used as basis for the study*

2. *Point out the dependent and intervening variables, mention the proponents of the variables*
3. *Cite the main points emphasized*
4. *Show the direction of the study*
5. *Support exposition of the theory by ideas from other experts*
6. *Illustrate the conceptual framework by means of a diagram; reiterate theoretical proposition in the study.*

The epistemological assumptions relate to *how things really are* and *how things really work* in an assumed reality. The methodological assumptions relate to the process of building the conceptual framework and assessing what it can tell us about the *real* world. It combines system of concepts, assumptions, expectations, beliefs, and theories that supports and informs research—it is a key part of design and focuses on:

- *Primarily a conception or model of what is out there that researcher plan to study, and of what is going on with these things and why—a tentative theory of the phenomena investigated.*
- *The function is to inform the design—to help to assess and refine goals, develop realistic and relevant research questions, select appropriate methods, and identify potential validity threats to conclusions. It also helps justify the research.*
- *What is often called the “research problem” is a part of conceptual framework, and formulating research problem is often seen as a key task in designing study. It is part of conceptual framework (although it is often treated as a separate component of a research design) because it identifies something that is going on in world, something that is itself problematic or that has consequences that are problematic.*

Once the conceptual framework has been determined, the next for the researcher is to determine what research methods to employ to best answer the research problem through the proposed framework. The result of this relationship is selective reporting of events.

In broad-spectrum both conceptual and theoretical frameworks refer to the *epistemological paradigm* a researcher adopts in looking at a given research problem – as Liehr and Smith (1999) point out, each of these terms refers to a *structure* which guides the researcher. Both theoretical and conceptual frames assist the reader comprehend the reasons why a given researcher decides to study a particular topic, the assumptions s/he makes, how s/he conceptually grounds his/her approach, the scholars s/he is in dialogue with, who s/he agrees and disagrees with. These two constructs *serve the same purpose*, signifying that it is enormously crucial for researcher to identify or develop, as well as describe appropriate conceptual and theoretical framework. Without one, a study lacks proper direction and a basis for pursuing a productive review of literature, as well as interpreting and explaining the findings accruing from the investigation.

How to Come-up actually designing Theoretical and Conceptual Frameworks?

A researcher may orate that his/her research problem cannot evocatively be researched in reference to only one theory, or concepts resident within one theory. In such cases, the researcher may have to *synthesize* the existing views in the literature concerning a given situation – both theoretical and from empirical findings. The synthesis may be called a *model* or *conceptual framework*, which essentially represents an integrated way of looking at the problem (Liehr and Smith 1999). Such a model could then be used in place of a theoretical framework. Thus, a conceptual framework may be defined as an end result of bringing together a number of related concepts to explain or predict a given event, or give a broader understanding of the phenomenon of interest – or simply, of a research problem. The course of action of arriving at a conceptual

framework is analogous to an inductive process whereby small individual pieces (concepts) are joined together to enlighten a bigger map of possible relationships. Thus, a *conceptual framework is derived from concepts, in-so-far as a theoretical framework is derived from a theory*. Whereas a whole theory may serve up as one's theoretical framework, a conceptual framework is normally of limited scope – carefully put together in the form of a conceptual model, and immediately applicable to a particular study.

In the social sciences, there is no single theory that one can expressively use in dealing an academic achievement or challenges of any issue. All the concepts that are used to investigate a research problem are drawn from one or few theoretical perspectives. The link between theory, research methods and practice are considered to be at the center of understanding theoretical and conceptual frames. Social science disciplines especially anthropology and sociology emphasizes the significance of this link, a concern which can be really frustrating for researchers who wants to get to grab with some actual explanations for the things which really *happens—in societies and cultures, among the peoples*. Explanations are also as fundamental as the explanations themselves. For example if a researcher is using *Marxist* theoretical frameworks, she/he will look for conflict. If the researcher is working with the theoretical framework of *Functionalist* perspective, she/he will look for consensus related issues, *Structural functionalist* the structure, and function and *interactionists* just look!

Both conceptual and theoretical frameworks represent an integrated understanding of issues, within a given field of study, which enables the researcher to address a specific research problem. Relevant theoretical perspective will guide the researcher in terms of specific research questions, hypotheses or objectives – leading to a better directed review of literature, the selection / identification of appropriate research methods, and the interpretation of results. Thus, there can be numerous researchers working on the same research problem from different theoretical/conceptual frameworks, and each arriving with legitimate findings and knowledge claims at the end.

A literature survey explores how conceptual framework is itself conceptualized and explained.

- *Author have to review relevant, updated literature pertaining to their chosen research topic to come up with their own set of theoretical and conceptual framework that will guide the conduct of the research.*
- *Need to read and find out what has been studied so far in their respective field.*
- *Should look for gaps in knowledge and identify what questions need to be answered or what problems need to be given solutions.*

While conceptualizing conceptual framework, vital concerns are:

1. Understanding

- *Clarifying the research issue(s)*
- *Identifying concepts from 'survey of the literature'*
- *Designing research, and explaining methodology and the methods*

2. Misunderstanding

- *Omitting paradigm(s) which locate, and critique, research issues*
- *Not visualizing linkages between various concepts*
- *Overlook strategic and guiding roles for conceptual frameworks*

3. Consequences

- *Focus upon research methods at the expense of concepts*
- *A framework not devised nor its function appreciated*
- *Lack of explicit and cohesive relationships throughout the research*

First, need to have a set of concepts to work with. These can come from existing theory, from researchers own experience, or from the people researcher is studying—their own concepts of what's going on. Researcher should try to represent the theory he/she already have about the phenomena he/she is studying, not primarily to invent a new theory. There are several strategies researcher can use to develop the frame. Researcher also can think about the key words they (people) use in talking about the topic; these probably represent important concepts in their theory. They can pull some of these concepts directly from things they have already written about their research.

- *Can take something already written and try to sketch theory that is implicit (or explicit) in this.*
- *Be able to take one key concept, idea, or term and brainstorm all things that might be related to this, then go back and select those that seem most directly relevant to study.*
- *Can ask someone to interview about topic, probing for what is going on and why; then listen to and write main terms used in talking about it. Don't ignore concepts based on researchers own experience rather than the literature; these can be central to conceptual framework.*
- *Once researcher has generated some concepts to work with, need to appraise how these are related. What connections prevail among them? Need to link the concepts.*

While designing theoretical frame, researcher should be precise on theories and concepts that guides the study. How or why do they suggest the specific hypotheses or research questions? What are the strengths and weaknesses of the proposed framework? Specify a particular theoretical perspective (only few) that should guide the study. Theoretical model may be presented in graphic form also reflecting variables/characteristics selected from investigation and from different literatures. As theoretical framework elaborates the theory underlying relationships and describes nature and directions of relationship, a good theoretical framework provides logical base for developing testable hypothesis.

Grant programs usually do not specify a conceptual orientation. Theories, theoretical frameworks, and lines of inquiry may be differently handled in quantitative and qualitative endeavors. In qualitative anthropological studies, *Grounded theory* is one of four qualitative designs commonly used in the human and social sciences; the other designs are *ethnographies*, *case studies*, and *phenomenological studies*. The key discrepancy between grounded theory and the other designs is the stress on theory development (Denzin & Lincoln 2005). As Barnard et.al (2004) argues qualitative data deals directly with people's experiences, it is grounded in a philosophical position, which is broadly *Interpretivist* concerned with how the social world is interpreted, understood and experienced, or produced. Grounded theory holds the notion that theory could materialize through qualitative data analysis. In grounded theory the researcher uses multiple stages of collecting, refining, and categorizing the data. Making constant comparisons and applying theoretical sampling are necessary strategies used for developing grounded theory (Creswell 2007). Closely associated to grounded theory, the *constant comparative method* is used to develop concepts from the data by coding and analyzing at the same time (Taylor & Bogdan 1998). The constant comparative method combines systematic data collection, coding, and analysis with theoretical sampling in order to generate theoretical frame that is integrated, close to the data, and expressed in a form clear enough for further testing (Conrad, Neumann, Haworth, & Scott 1993). Throughout the four stages of the constant comparative method, the researcher continually sorts through the data collection, analyzes and codes the information, and reinforces theoretical frame generation through the process of theoretical sampling. The advantage of using this method is that the research begins with raw data; through steady comparisons a substantive theoretical frame will emerge.

Methodological Considerations

Methodological considerations symbolizes research design and the process of focusing on a given research problem as well as the approach to literature review, the nature of the data to be collected, analyzed and interpreted. These issues touch on the broader discussion of research paradigms, given that the types of research problems followed, methods of investigation employed, the types of data collected, analyzed and interpreted – as well as the underlying epistemological assumptions under the two dominant research paradigms (qualitative and quantitative) which are naturally dissimilar. Hence, starting with the type of research problem to be addressed, some research problems may be studied through processes and procedures that meaningfully produce findings arrived at by statistical procedures or other means of quantification, studies involving people's ways of life, lived experiences, behaviors, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations are better studies in ways that generate qualitative data that are mainly descriptive and interpretative (Strauss and Corbin 1998).

Even though some researchers quantify qualitative data obtained through techniques usually linked with qualitative research – such as interviews and observation techniques, qualitative data analysis refers not to the quantifying of qualitative data but rather to a non-mathematical process of interpretation, conceded for the intention with discovering concepts and relationships in raw data and then organizing these into a theoretical explanatory scheme. Quantitative and qualitative research paradigms are the most commonly cited by researchers (Denzin, 1978; Dzurec and Abraham 1993; Johnson and Onwuegbuzie 2004). However, Schwandt (2000) has taken issue with these *paradigm wars*, calling into question the need for division or differentiation. He says that it is highly questionable whether such a distinction is any longer meaningful for helping us understand the purpose and means of human inquiry. Schwandt (2000) observes as follows: *All research is interpretive, and we face a multiplicity of methods that are suitable for different kinds of understandings. So the traditional means of coming to grips with one's identity as a researcher by aligning oneself with a particular set of methods (or being defined in one's department as a student of qualitative or quantitative methods) is no longer very useful. If we are to go forward, we need to get rid of that distinction.* This is supported by Johnson et al. (2007) in their observation that antagonism between paradigms is unproductive. They conceive that the integration of these two research paradigms gives birth to a third research paradigm—mixed method research which is an intellectual and practical synthesis based on qualitative and quantitative research. This third methodological or research paradigm along with qualitative and quantitative research recognizes the magnitude of traditional quantitative and qualitative research but also offers a powerful third paradigm choice that will offer the most edifying, complete, balanced, and useful research results.

In broad-spectrum, mixed methods research paradigm exists as an approach to knowledge, theory and practice attempting to consider multiple viewpoints, perspectives, positions, and standpoints including the standpoints of qualitative and quantitative research. Johnson et al. (2007) argues that even though the *mixed methods* research design is not new, it represents a new movement seeking to formalize the practice of using multiple research methods. Johnson et al. further report that in the history of the development of research methods, this research design was first associated with the term *multiple operationalism*, as far back as the 1950s. Afterwards the term *triangulation* was coined– which is defined by Denzin (in Johnson et al. 2007) as the combination of methodologies in the study of the same phenomenon. Mixed methods research is the class of research where the researcher mixes or combines quantitative and qualitative

research techniques, methods, approaches, and concepts or language into a single study or set of related studies. Johnson and Onwuegbuzie (2004) stated the following in defining mixed methods research: *If you visualize a continuum with qualitative research anchored at one pole and quantitative research anchored at the other, mixed methods research covers the large set of points in the middle area. If one prefers to think categorically, mixed methods research sits in a new third chair, with qualitative research sitting on the left side and quantitative research sitting on the right side.*

Consequently, there are no longer just two dominant research paradigms, but three – with the third one having a much greater potential for explaining reality more fully than is possible when only one research paradigm is used. Now, relating this to the process of research, it is not litigious to utter that theoretical and conceptual frameworks form the core of the literature review component of any research project. Thus, in attempting to decipher the methodological difference between theoretical and conceptual frameworks it is imperative to look at the ways in which a particular study is conducted with regard to the two dimension sets of deductive and inductive development and presentation of literature review.

Research in the social sciences has borrowed a lot from the natural sciences. Consequently, one would argue that the term theoretical framework as used in the social sciences has its genesis in the scientific methods, which have greatly influenced the social sciences. Had it not been for this, most research in the social sciences would perhaps not have used the term because what appears to be applicable in most cases is conceptual framework. In the same vein, it may also be imperative to reflect on the use of the deductive-inductive research process within the quantitative and qualitative research paradigms. Starting with the deductive-inductive approaches, deduction moves from the general to the specific. It progress from a pattern that might be logically or theoretically expected to observations that test whether the expected pattern really occurs. Liehr and Smith (1999) associate most theoretical frameworks with quantitative research, which in turn tends to rely on deductive reasoning, whereas most conceptual frameworks are associated with qualitative research – mainly utilizing inductive reasoning. Thus, a researcher following a deductive approach starts by specifying the theory guiding the study – in the process, quoting the major points stressed in the theory, and exemplifying how the key aspects of the theory relate to the research problem. As inductive reasoning refer to the process where the starting point is the observation of a phenomenon the starting point specific patterns and regularities might be found leading to some tentative hypotheses. Anthropological researches are usually inductive generalized to general conclusions of theories. For example, an ethnographic anthropologist is observing an indigenous group in the hilly region of Nepal for a number of years and found certain patterns. Later he/she may compare his/her findings with other hill communities, which may lead to a more generalized theory. It can be presented as: Observation → *pattern* → *tentative hypothesis* → *theory*. Sociological researches can also be nothing but firmly inductive. This doesn't mean that it should not use deduction because no science can exist without the help of deductive reasoning. But induction is the dominant and determining method of sociology, but deduction remains exclusively submissive to it as an auxiliary method.

In deductive research, researchers normally use a dominant theory to address a given research problem, while in inductive research, many aspects of different theoretical perspectives are brought together to build up a generalization with enough power to guide the study (Liehr and Smith 1999). Thus, induction moves from the particular to the general, from a set of specific observations to the discovery of a pattern that represents some degree of order among all the

given events. In inductive analysis specific instances or occurrences are used to depict conclusions about entire classes of objects or events accordingly. The research framework (conceptual framework) come forward as the researcher identifies and pieces together the appropriate concepts from both theoretical perspectives and empirical findings on the topic. Consequently, the inductive approach involves the reading of many individual theoretical perspectives and reports, identifying a basket of pertinent concepts and principles which one can practically use to address the research problem. A conceptual framework synthesized from a number of concepts, research findings and theoretical perspectives may be in opposition or competition with one another. Borgatti (1999) argues that theoretical frameworks are obviously critical in deductive, theory-testing sorts of studies. Hence, in trying to distinguish between theoretical and conceptual frameworks one may say that, whereas research based on deductive reasoning makes use of a pre-existing theory, or theoretical framework, research based of inductive reasoning tends to be *theory-building*.

Range or Scope of Application

While designing conceptual and theoretical frameworks, researcher needs to suggest a balanced argument depicting researcher's productivity. It is to be kept in mind that both conceptual and theoretical frameworks are the *epistemological paradigm* a researcher employ to look at a given research problem. However, the scope of conceptual frameworks is usually applicable only to the specific research problem for which it was created. Application to other research problems may be limited. Because theoretical frameworks refer to the application of theories, they are inclined to have a much wider scope of use beyond one research problem.

The discrepancies between theoretical and conceptual frameworks recline in their genesis, conceptual meanings, how they each relate to the process of literature review, the methodological approaches they evoke and their scope of application. Once a conceptual framework has been established, the purpose is largely similar to that of a theoretical framework. But, as conceptual framework *shapes up* from a fusion of existing literature and freshly collected data, it tends to facilitate as a catalyst for further research. Cumulatively and over a period of time, the findings of these researches may lead to an articulation of a theory – from which a theoretical framework may, thus, evolve.

Conceptual and theoretical framework sets the visions or lens of the researcher. They guides what the researcher detect during the course of data collection or as an event takes place; it is also accountable for what the researcher does not notice – suggesting that researcher may not notice or observe things which fall outside their conceptual/theoretical frameworks. Hence, in as much as one's theoretical/conceptual framework serves as *lenses* (spectacles) through which to see the world, at the same time, it places limitations on one's vision, horizons and conclusions.

Finale

Both conceptual and theoretical frameworks help the researcher see clearly the main variables and concepts in a given study, providing the researcher with a general approach (methodology – research design, target population and research sample, data collection and analysis) and steering the researcher in data collection, interpretation and explanation. However, conceptual and theoretical frameworks serve different purposes and there are differences between them--- conceptual, methodological and in their scope of application. Theoretical frame differs from conceptual frame in terms of scope. Anthropological researches are typically inductive generalized to general conclusions of theories hence in anthropological studies a theoretical framework may not be explicitly articulated since qualitative inquiry typically is often oriented toward grounded theory development. Sociology also can be nothing but firmly inductive

science. This doesn't signify that it should not use deduction because no science can subsist without the help of deductive reasoning. Since research based on deductive reasoning makes use of a pre-existing theory, or theoretical framework, inductive reasoning based research as in anthropology and sociology tends to be theory-building; consequently, designing a conceptual framework will be the best strategy in anthropological and sociological researches.

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