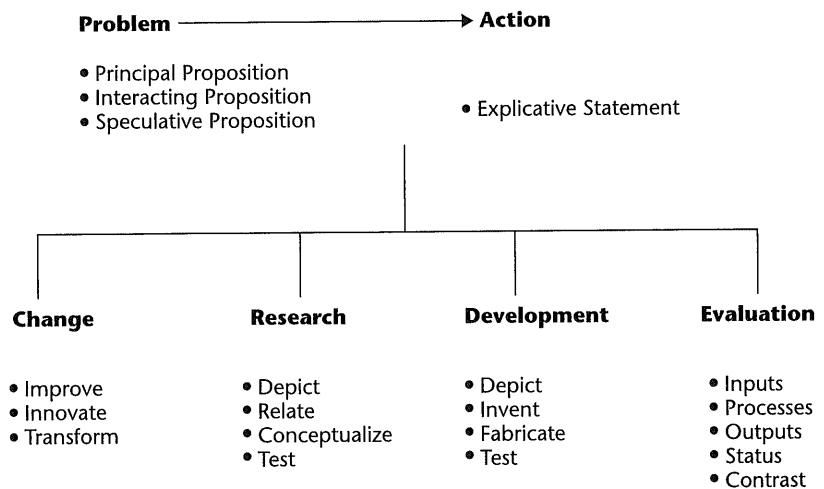


**FIGURE 10.1. RELATIONSHIP BETWEEN THE PROBLEM STATEMENT AND PROFESSIONAL ACTIONS.**



However, the basis for doing the professional activity should be guided by a logical presentation of the problem beforehand.

## Conclusion

This chapter argues for the need to take greater care in conceptualizing and articulating problem statements. Meeting this challenge often differs from the more common tasks of selecting and using the correct research methods and data analysis techniques. Researchers realize that constructing problem statements in fact is an especially intellectually demanding process that requires a range of analytical skills. But such intense efforts at the start are almost always rewarded by greater clarity of the research intent and, by extension, increased meaningfulness of the results. How to ensure the integrity of this aspect of the research process remains a challenge for both emerging and experienced researchers alike.

## References

- Ary, D., Cheser Jacobs, L. C., Razavieh, A., & Sorenson, C. K. (2005). *Introduction to research in education*. Florence, KY: Wadsworth.
- Bloom, B. (1984). The 2-sigma problem: The search for methods of group instruction as effective as one-on-one tutoring. *Educational Researcher*, 13(6), 4-16.