

Historically, the quantitative approach has dominated education research. For a time, the relationship between quantitative and qualitative researchers was somewhat adversarial, but gradually there was a trend toward rapprochement as researchers began to see quantitative and qualitative methodology as complementary. They believed that using quantitative methods in highly controlled settings ignored the participants' perspectives and experiences. In the late 20th century, however, scholars began to call for an alternative to the quantitative approach in educational research (Guba & Lincoln, 1988).