

## Conducting Mixed Methods Research in Education: Researchers' Thoughts and Experiences

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### Abstract

There is a growing trend for educational researchers to choose Mixed Methods research to address their research inquiries. This study seeks to capture the voices of educational researchers and understand what motivates them to opt for this methodological approach. The experiential perspective of educational researchers is explored and examined. The narratives of educational researchers are gathered to gain an insight into the journey of the Mixed Methods researcher. The researchers' narratives are analysed so that the challenges and the gratifying aspects of conducted Mixed Methods research are appreciated and evaluated through the lived experience of educational researchers. The narratives also offer an opportunity for comprehending the practical implications of the advantages and disadvantages of Mixed Methods research. The qualitative study gathers data through online interviews with 10 master's graduates in education. The collected data is analysed thematically. The findings emanating from the study are used to formulate recommendations on how Universities and higher institutions can improve training in Mixed Methods research. Furthermore, the study purports to shed light on how dissertation supervisors can ameliorate the support provided to students who are conducting Mixed Methods research. Ultimately, the study aspires to contribute to the body of knowledge on how to render the research journey of Mixed Methods educational researchers more rewarding, fruitful, and academically robust.

**Keywords:** Educational researchers; Experiential perspective; Mixed Methods research; Narrative inquiry; Qualitative research